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ABSTRACT

Produced as part of the Targeted Outcomes Field Development Project, this handbook provides basic guidelines that can be used by community colleges for organizing and conducting community impact studies. An introductory chapter touches on the broad range of economic, educational, social, and technological impacts which community colleges have upon their service areas. Chapter 2 discusses the following topics concerning planning and managing a study: choosing a project leader; determining the preliminary scope of the project; involving constituencies; designing the study with respect to data-collection tools, sampling, personnel considerations, and scheduling; and managing the study. Data collection procedures are discussed in Chapter 3. The section on survey instruments covers questionnaire design, use of open- or closed-ended items, wording and arrangement of items, pilot testing, distribution of costs, and follow-up studies; in addition, this chapter deals with record searches and interviews. Chapter 4 describes the tabulation, analysis, and dissemination of study data. Appendices contain the following: record search forms, examples of survey questionnaires and cover and follow-up letters, and an overview of the National Center for Higher Education Management Systems outcomes structure. A bibliography is included. (MB)

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Conducting Community Impact Studies

A Handbook for Community Colleges

JC 780 495

National Center for Higher Education Management Systems
Post Office Drawer P—Boulder, Colorado 80302
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Conducting Community-Impact Studies:
A Handbook for Community Colleges

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Foreword

In 1973, Dr. Edmund J. Gleazer, Jr., President of the American Association of Community and Junior Colleges, made the following statement:

> The community college that defines itself as a community-based, performance-based, postsecondary institution will have four basic continuing objectives:
> 1. Current, accurate, and comprehensive information about the community and how the institution is serving its community
> 2. Access to information that enables the college to develop its human resources consistent with national needs and trends
> 3. A comprehensive plan expressed in terms that can be understood and supported by the community
> 4. The ability to justify its need for resources and to demonstrate that they have been used effectively

At the 1978 convention of the AACJC, Dr. Gleazer stated:

> A new and vital mission is forming for the community college. That new mission, new not in direction, but in the extent of expression, views the community college as a central agent in organized community systems for lifelong education. We may be close to a breakthrough in lifelong education with the community college playing a key role. There is plenty of evidence that a groundswell of a variety of factors is forming capable of even greater effect on the teaching-learning clientele and patterns of this country than the GI Bill of the Forties and the community college explosion of the Sixties. In fact, both of these epochs have contributed to the force of this gathering

> wave. Obviously, what we are becoming aware of and beginning to experience results from is the maturing conviction that during his lifetime every American has an entitlement to appropriate education.

If the objectives of a community-based, performance-oriented community college are to be met, and if lifelong learning is to be spotlighted in the 1980s, every community college must determine the impact it is having on the community it serves and then fine tune its service to better meet the educational needs of that community.

The process of conducting an impact study described in this *Handbook* can become the cornerstone for continuing needs assessment and long-range planning. Such efforts will be essential for any community college that wants to stay on the growing edge and make a more significant education contribution to its community.

James W. White
Vice-President for Administration
American Association of Community and
Junior Colleges
and
Chairman-elect
National Advisory Council
National Center for Higher Education
Management Systems

Preface

Conducting Community-Impact Studies: A Handbook for Community Colleges was produced as a part of the Targeted Outcomes Field Development Project, conducted by the National Center for Higher Education Management Systems (NCHEMS) and funded by the National Institute of Education. To develop methods for assessing community-college impacts, staff from NCHEMS and three community colleges—Kalamazoo Valley Community College in Kalamazoo, Michigan; Eastfield College in Mesquite, Texas (a Dallas suburb); and Valencia Community College in Orlando, Florida—devised data-collection tools and study procedures. These tools and procedures were then tested at the three colleges, and the results incorporated in the *Handbook*. *Assessing Community-College Impacts: Three Case Studies*, a forthcoming NCHEMS publication, will provide more information about the community-impact studies conducted at the three colleges. It should be noted that the *Handbook* is not a conceptual monograph. Its purpose is to provide a set of basic guidelines that can be used by community colleges for organizing and conducting community-impact studies.

Directors of institutional research, assistants to the president, public-relations officers, and others interested in assessing institutional impacts will find the *Handbook* most useful. Policymakers, including presidents and trustees, may also be interested in it, especially chapters 1 and 2, which describe the uses of such a study and strategies for planning and managing one. Though the *Handbook* describes specific procedures and instruments for conducting an impact study, each institution should modify them to meet its own needs.

Procedures in the *Handbook* were developed and tested and the *Handbook* itself reviewed by the Community-Impact-Study Task Force, which included Dale Lake, President of Kalamazoo Valley Community College, and Richard Olivanti, Assistant to the President; Byron McClenney, President of Eastfield College, and Callie Struggs, Assistant to the President; and James Gollattscheck, President of Valencia Community College, and William Michael Hooks, Dean, Open Campus. Two members of the Kalamazoo Valley Community College staff, Nancy Woods and Thomas Boynton, provided invaluable assistance in implementing the study at their institution. The authors also extend special thanks to Candido de Leon, former President of the City University of New York Hostos Community College and Visiting Scholar at NCHEMS, for reviewing these materials, and to Nathan Gans, who edited the *Handbook*. Several members of the NCHEMS staff provided the authors of the *Handbook* with comments and suggestions: Robert Gray, Leonard Romney, Kent Weldon, and Kathy Campbell, who also coordinated its production and typed it.

CHAPTER 1

Introduction

Community colleges, according to the Board of Directors of the American Association of Community and Junior Colleges at their 1973 meeting, should be "community based" and "performance oriented." The first of these terms means that the mission of the college should be determined by the needs of the community; the second means that the college should monitor the effect of its programs and services on the various individuals and communities it serves. Furthermore, increased pressures on community colleges from inflation, shifting enrollments, and intensified competition for public funds make it now more important than ever for community colleges to assess their impacts. These impacts can be:

- Economic (affecting institutional expenditures, changes in income, standard of living, access, mobility, and job security)
- Educational (affecting development of new skills and competencies)
- Social (causing changes in family, recreational, or cultural activities)
- Technological (affecting technical developments, syntheses and reformulations of knowledge, and so on)

These impacts might affect individuals or groups (students, former students, family and relatives, faculty, and staff); interest-based communities (businesses, social and civic groups, governmental units, and service organizations); and populations defined according to age, education, income, occupation, or sex. For a more in-depth, conceptual discussion of the types of impacts of a college and the array of audiences that potentially are impacted, see appendix 3—An Overview of the NCHEMS Outcomes Structure.

Regardless of which populations from the community are selected for monitoring, a community college probably will want to investigate the awareness and use of its programs and services, the extent to which they meet the needs of the community, and the existence of any unmet needs. Furthermore, a community college should assess its indirect as well as direct impacts. For example, a college might impact its community directly through institutional expenditures or course offerings, and indirectly through expenditures by its faculty, staff, and students or better job performance by employees in the community as a result of courses taken at the college (see figure 1). In this handbook, *community* is defined as the geographic area served by the college—that is, the college's service area.

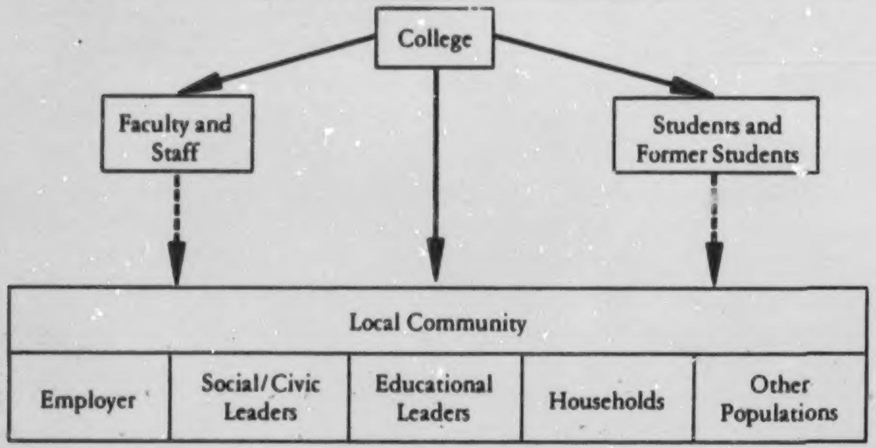
Following are some of the ways in which the three institutions participated in the development of this handbook have used community-impact-study information:

- Written comments, as well as tabulated data, have been used to review the effectiveness of existing programs and to examine the potential for new ones
- Student-services personnel are using study findings to improve their student-recruitment program
- Information collected on faculty and staff impact has been used to improve college public relations
- After identifying the lack of awareness of institutional services and facilities as a problem, a college has begun a program to improve awareness of its services and facilities
- A college that discovered that users of its facilities were, in general, very satisfied used this information to enhance its public relations
- Information concerning where and how people were learning about an institution and its programs has been used in improving promotion and advertising
- A college has begun a program to explain its services to community educators who did not understand them

A more detailed description of the uses of community-impact-study information is contained in *Assessing Community-College Impacts: Three Case Studies* (Armijo forthcoming).

FIGURE 1

DIRECT AND INDIRECT COMMUNITY IMPACTS


College
Faculty and Staff
Students and Former Students
Local Community
Employer
Social/Civic Leaders
Educational Leaders
Households
Other Populations

Solid lines indicate direct impact, broken lines indirect impact.

Most impact studies so far have focused on economic factors, such as the impact of college expenditures for local goods and services. These studies (Portland State College 1965; Miernyk et al. 1967; Merchant 1969; Kruekeberg and Vaugn 1970) demonstrated that in most cases, college expenditures benefited the community. More recently, Caffrey and Isaacs (1971) provided guidelines for obtaining a variety of economic-impact information. A significant improvement over previous efforts, their work suggests procedures for searching institutional records to assess the total economic impact of a college on its community. It does not, however, suggest how to gather qualitative information, such as community attitudes toward an institution. Institutions that have implemented the Caffrey and Isaacs guidelines include the University of Wisconsin (Daellenbach 1976), the University of Pittsburgh (University of Pittsburgh 1972), and the Metropolitan Community Colleges of Kansas City, Missouri (Manning 1975).

Though useful, descriptions of economic impacts constitute only a part of the descriptive information needed by college administrators and planners. Consideration must also be given to the other types of impacts described above. Thus community-impact studies conducted at Northwest Alabama State Junior College (Phillips and Owings 1974), in Hampden County and Amherst, Massachusetts (Watchel and Morehouse 1971), and the University of Colorado at Boulder (Rautenstraus 1974) attempted to assess social and cultural as well as economic impacts. These studies found that colleges attract knowledge-based industries, such as data-processing or research companies, and that colleges provide local citizens with opportunities for professional development and a range of facilities and services, such as concerts, gymnasiums, and athletic fields.

Except for the work of Caffrey and Isaacs, little has been written heretofore about the methodology of community-impact studies. This *Handbook* describes procedures and instruments to help community colleges assess qualitative as well as quantitative impacts on all populations they serve. Chapter 2 presents guidelines for planning and managing a study; chapter 3 describes three data-collection tools; and chapter 4 discusses ways of tabulating, analyzing, and disseminating study data. The procedures described here are flexible and can easily be modified. An institution does not need sophisticated equipment, a specialized staff, or a great deal of money to measure its impacts.

CHAPTER 2

Planning and Managing A Community-Impact Study

The decision to conduct a community-impact study should be made by the college president and senior administrators. Once such a decision is made, the following activities might be undertaken to successfully plan and manage the study:

- Choosing the project leader
- Determining the preliminary scope of the study
- Involving constituencies
- Designing the study
    - Data-collection tools
    - Sampling
    - Personnel considerations
    - Scheduling
- Managing the study

Although these activities are discussed separately, they might be performed concurrently (for example, staff might determine the scope of the study while involving constituencies).

CHOOSING THE PROJECT LEADER

Choosing the project leader is crucial to success of the study. In making this decision, the following points should be considered:

- The role of the project leader should be clearly defined and made known to all segments of the college community.
- The project leader should be chosen as early as possible, preferably before any detailed planning begins, so that he or she can help determine the scope of the project and the data-collection tools to be employed.
- The project leader should have prior management experience or, at least, demonstrable management abilities. He or she needs to be familiar with research and evaluation principles and with the organization, staff, and services of the institution. Top-level administrators, such as vice-presidents, assistants to the president, or directors of institutional research, would be good candidates for the position.
- Because a community-impact study is a direct link to the community, the project leader ought to report directly to the president.
- The project leader ought to be released, as necessary, from other duties and temporarily reassigned to the project. The extent of time the project leader should be assigned will depend on the size of the project.
- The necessary resources, including staff, printing, computing, and postage, need to be made available to the project leader. If the project leader does not already supervise a staff, then a sufficient one should be provided. In order to maintain project continuity, it is essential that the project leader directly supervise the staff.

DETERMINING THE PRELIMINARY SCOPE OF THE PROJECT

The president, senior administrators, and project leader should develop the preliminary scope of the project. In doing so, they might consider three major parameters:

- Geographic area to be studied: The geographic area to be studied could range from a town or city to a county or region. In most cases, it will be the service area of the college.
- Populations to be studied: These might include students, former

students, employers, civic leaders, social-agency administrators, educators, or service-area households.

- Impacts to be assessed: These could be economic, educational, environmental, social, cultural, recreational, or technological. They might include impacts of the college's programs, its services and facilities, and faculty, staff, and student spending.

In determining the scope of the study, an institution needs to make sure that the range of the three parameters is not too broad or too narrow. For example, a study of all impacts on all population groups in the service area would be unmanageable and would produce data that might not be used. On the other hand, a study of only a single impact or a single population would not be likely to produce data that adequately describe the college's impact on the community.

Since the parameters determine the information the project will produce, their choice should reflect institutional priorities. If parameters are chosen without proper consideration and fail to address important issues, the college administration may find the results of the study useless. The importance of properly defining the scope of the project cannot be overemphasized, since how well the project is defined at the outset can determine the difference between money well spent and money wasted.

INVOLVING CONSTITUENCIES

As community-based, performance-oriented institutions, community colleges should involve constituents, from both within and without the institution, in the community-impact study. Such involvement not only provides valuable advice but also enhances community understanding of and support for the institution. When involving constituents, the institution should define their role as clearly as possible. For example, an institution should specify whether it wants constituents to provide advice only.

One institution participating in the development of the *Handbook* found that an advisory group composed of persons external to the institution was quite helpful. Such a group can:

- Provide reactions to proposals for the impact study
- Identify key issues and sources of information
- Help choose populations to be surveyed
- Help disseminate the findings

The president and senior administrators should select such an advisory group. Except for the president, who should chair it, and the project leader, this type of advisory group would consist of community leaders from outside the institution. Members of the group might include:

- Trustees
- Political leaders, such as the mayor and city-council members
- Business leaders, such as bankers, merchants, and chamber of commerce officials
- Labor leaders
- Professional persons, such as lawyers and doctors
- Educators, such as school-board members and school administrators

A similar type of advisory group might include faculty, staff, and students from within the institution, as well as persons external to the institution.

Many community colleges have advisory groups for various programs, particularly those in occupational areas. As a result, it would be relatively easy to form a community-impact-study advisory group by selecting a representative from each of these program advisory groups.

External constituencies can be involved in a number of ways. For example, during pilot testing of the data-collection tools, such as survey instruments and interviews, leaders within each population might be selected to promote understanding and acceptance of the study among other members of that population. In developing a survey instrument for employers, one institution asked certain employers to participate in the pilot test of the instrument. Their participation and consequent understanding of the study encouraged them to explain the study to colleagues and friends.

Internal constituencies can also be involved by forming a separate task force, composed of faculty, staff, and students. Each member might be made responsible for collecting data from a particular population. The project leader would chair and coordinate the task force.

The composition of any advisory group will determine in part how well it can publicize the existence of the study and disseminate the study results.

DESIGNING THE STUDY

The first step in designing the study is to involve constituents in the refinement of its preliminary scope. Refinement will involve reassessing the project parameters (the geographic area to be studied, the populations to be surveyed, and the types of impacts to be assessed) to make sure that the project will provide the information the college needs and can use.

DATA-COLLECTION TOOLS

Having refined the scope of the study, decisions must be made concerning sampling, personnel, and scheduling. The choice of data-collection tools is determined by the type of information desired, project parameters, quality of information desired, funds available, and the level and number of staff available. Three data-collection tools—search of records, mail-out surveys, and interviews—were found especially useful in developing the *Handbook*. How to implement them is discussed in chapter 3. Some institutions, however, may find that other data-collection tools best meet their needs.

The three data-collection tools do not all produce the same quality of information, and thus the project leader needs to consider what quality is acceptable or desirable. The quality and cost of information, including the degree of specificity, increases progressively in the sequence of record search, mail-out surveys, and interviews. Unfortunately, records frequently do not conform to information needs. For example, the researcher who might want to analyze certain data by voter precinct may discover that data have not been collected by precinct. In most cases, therefore, mail-out surveys and interviews will be more useful. However, mail-out surveys can be biased by the self-selection of respondents. In any case, one should collect only the information that is needed, not all that is available. In most cases, mail-out surveys can meet community-impact-study information needs more easily and cheaply than interviews.

The practical considerations of staff, time, and money all influence the choice of data-collection tool. The project leader must consider what the institution can as well as wants to do. A small institution with limited staff should not undertake an extensive mail-out or interview survey unless it is willing to halt some other activities, hire additional staff, or subcontract the work. Though a seemingly easy way of collecting a large amount of data, a mail-out survey requires staff and time to tabulate and analyze the data. Even if funds are available for machine tabulation, staff might first have to prepare the data for processing, a task almost as time-consuming as manual tabulation. This problem can be alleviated by proper survey design, which is discussed in chapter 3. Availability of funds is another consideration. Development and reproduction of survey questionnaires can be expensive. If the size of the survey sample is large, then the availability of a computer or funds for computer time is an important consideration.

The project leader needs to weigh all these factors in choosing data-collection tools. If possible, more than one tool should be used, to offset individual methodological disadvantages, acquire complementary data, and strengthen the validity of the study.

SAMPLING

Surveying the total population generally increases the reliability of the findings, provides a hedge against the inevitable less-than-perfect response rate, and eliminates the often time-consuming process of designating a random or representative sample. Such a sampling strategy, however, is usually too expensive. Thus when the survey is restricted to a sample of the total population, careful procedures should be followed to ensure that the sample is large enough to permit valid inferences.

A survey sample represents a subgroup of elements (for example, a small group of students) selected from a large population (for example, all the students enrolled in the college) to obtain information about it. Most surveys in postsecondary education require some type of sampling, for three reasons. First, it is less expensive to survey a sample of a large population. Second, sampling reduces time needed to collect and process data. Third, sampling is usually more efficient than surveying the entire population, since it permits the development of higher-quality instruments and produces more manageable data.

Samples are of two types, probability and nonprobability. The first is based on the use of random sampling in the selection of elements from the larger population; the second is not. Probability samples avoid biases in the selection of the elements of the population by making sure that all elements have an equal chance of being selected. Such a guarantee allows the researcher to assume that the sample will closely resemble the population. Probability samples also permit estimates of sampling error. Nonprobability samples, on the other hand, are useful when probability sampling is too expensive or when a sample cannot be randomly selected because the population members cannot be individually identified.

Elementary Survey Sampling (Mendenhall, Ott, and Scheaffer 1971) and *Sampling Techniques* (Cochran 1963) are especially helpful in developing sampling procedures. Following are techniques that might be used with selected populations:

Population	**Techniques**
Faculty or staff	Total population
Students	Random sample of classes
	Random sample of students
	Total population

Citizens	Stratified random sample of registered voters by district, systematic sampling (every fifth household)
Educators	Purposely chosen
	Simple random sample
Employers	Simple random sample
Civic leaders	Purposely chosen
Social-agency leaders	Purposely chosen

While the size of a sample depends on a number of factors, generally it should be large enough to obtain a sufficient number of responses to support reliable conclusions. According to Kish (1965),

> Exact control of sample size is unnecessary and impossible in most situations. It may be too difficult to obtain either the information or procedures for firmly controlling even the initial sample size. Moreover, nonresponses and subclasses introduce additional sources of variation. We should aim at an approximate control that is both feasible and desirable. The degree of control depends on the situation. [p. 217]

Because the answer to this key question depends on the situation at hand, any further discussion here may be more confusing than helpful. As a result, one should consult the references in Mendenhall, Kish, and Cochran.

PERSONNEL CONSIDERATIONS

The size of the staff will depend on the scope of the study. Most studies will need:

- A project leader
- Secretarial time for typing questionnaire and cover-letter drafts and final copies
- Typesetting and printing time for questionnaire
- Computer-personnel time for creating survey sample lists and address labels (or clerical time, if lists are created by hand, plus typist time for typing envelope names and addresses)
- Clerical time for stuffing and mailing each questionnaire
- Clerical time for recording and tracking returned questionnaires
- Keypuncher time for punching responses to returned questionnaires
- Computer-data-analyst time for analyzing returned questionnaires
- Report-writer time
- Secretarial time for typing report

Training the staff requires particular attention. The experience of developing the *Handbook* indicates that the importance of adequate training cannot be overemphasized. Many implementation problems and defects in results can be directly traced to inadequacies in the training program. The value of interviews, for example, can be severely limited by inadequately trained staff.

The scope and time of the general training will depend on the data-collection tools selected and the size of the staff. This training should provide adequate information about the nature of the study, develop and enhance necessary skills for carrying it out, and generate positive, productive attitudes about the study. This last point requires particular attention, since staff attitudes will have a substantial impact on the quality of the study. Staff who believe that the study is a waste of time, that the institution cannot be improved, or that the findings will not be used can jeopardize the entire project. Conversely, those who understand the purpose and value of the project and who believe the institution can be improved can increase the chances of success.

The project leader, who has direct knowledge of institutional conditions and project staff, should design and direct the training program and be present at all training sessions. If possible, the president should open the training session with a statement indicating full institutional commitment. The training sessions should be informal and dynamic and, if possible, be held in small groups. Role playing and group discussion usually will foster understanding and enthusiasm more effectively than will lecturing. In short, when designing and directing the training program, the project leader needs to be careful not to take desirable attitudes and skills for granted.

SCHEDULING

Once the staff has been selected, the project leader can schedule the various activities of the study. The institution may desire to create a small task force or working group to design the questionnaire or interview schedule for each population. The project leader may prefer to head each task force or to have a person from each report to him. Because there will likely be problems common to the survey of several populations, the project leader must become thoroughly familiar with all the methods employed and coordinate the various task forces. The project leader should also describe each task in terms of institutional needs and resources and should try to anticipate contingencies, such as the need to cooperate with another institution or to purchase computer time. The project leader will also have to anticipate the various decisions that will have to be made in the course of the study. For example, at some point, the project leader may have to designate the samples and determine whether the questionnaires will be printed, photocopied, or mimeographed. Failure to anticipate such decisions early is quite likely to produce trouble later.

Next, the project leader needs to plan the specific tasks, in the order they are to be performed. He or she should designate which tasks are independent and can be done simultaneously, which are independent and must be done separately, and which are dependent. For example, training the staff and drawing the sample are independent and can be done simultaneously. Editing collected data and training staff are also independent and can occur at different times. However, editing collected data obviously is a postcollection activity. Different activities may or may not be synchronized but must be coordinated. For example, it is usually more efficient to combine sampling activities for different populations.

In defining the tasks and their interrelationships and in anticipating decisions, the project manager will quite likely modify and refine survey data-collection tools. Such modification and refinement are essential; the tools described here should be viewed as guides to be modified to meet the needs of the individual institution. The project leader or designated staff should also refine the data-collection instruments contained in appendix 2. While these instruments can be used without further revision, most institutions will choose to modify them. However, it is not recommended that institutions develop completely different ones, since those in the *Handbook* have been tested and revised.

Data-collection tools described here were designed to be implemented according to a two- to four-month schedule. However, three months would probably be too short for one of the more complex tools, such as a set of interviews, unless staff were assigned full time. On the other hand, one year would be too long to sustain enthusiasm and wait for the results of the study. The schedules for the individual tasks that constitute the study should be realistic, allowing for contingencies but free of slack.

MANAGING THE STUDY

If a project is well planned, managing it will be relatively straightforward. Most management problems result from poor planning or inadequately trained staff. Following is a discussion of general project management, independent of any particular data-collection tool.

- Being responsible for the success of the study, the project leader must be knowledgeable about all its phases. The project leader must act decisively and, after making a decision, should communicate it in writing to all appropriate persons, not just to those who may have raised the issue.
- The project leader should continuously monitor all activities with the aid of a task chart. By charting the various tasks, the project leader can eliminate scheduling conflicts and slack time. Contingencies should be anticipated and the plan made as flexible as possible. There are several methods of charting a project (for example, PERT [Program Evaluation Review Technique] or Gantt charts). Three easy-to-use task charts are shown in figures 2, 3, and 4. Figure 2 presents a chart that is useful in general project management—it highlights major phases of the project. Figures 3 and 4 show examples of charts that can be used to highlight specific activities within the major phases. In most circumstances, the simpler the chart, the better.
- Besides monitoring all phases of activity, the project leader must ensure the continuing administrative support essential for the success of the project, even when more specific tasks seem more pressing. He or she must also coordinate the work of the staff, communicate with them about tasks to be performed, and encourage them to communicate with one another. Staff meetings need to be held to discuss problems and criticisms. The project leader should not be surprised when, during these meetings, persons ask questions already answered in the training sessions.
- The project leader must delegate much of the work to others, but should personally participate in the analysis of data. *Data analyzed only by statisticians would be of limited value, since proper analysis requires an administrative perspective.* Similarly, the editing of data-collection instruments, though often tedious, is too important to be delegated to untrained personnel and should be performed by a responsible person who understands the conceptual design of the project. Most important, the project leader should participate to some degree in each aspect of the project, including the collection, tabulation, and analysis of data, since only through such participation can he or she understand the project and communicate its findings.

FIGURE 2

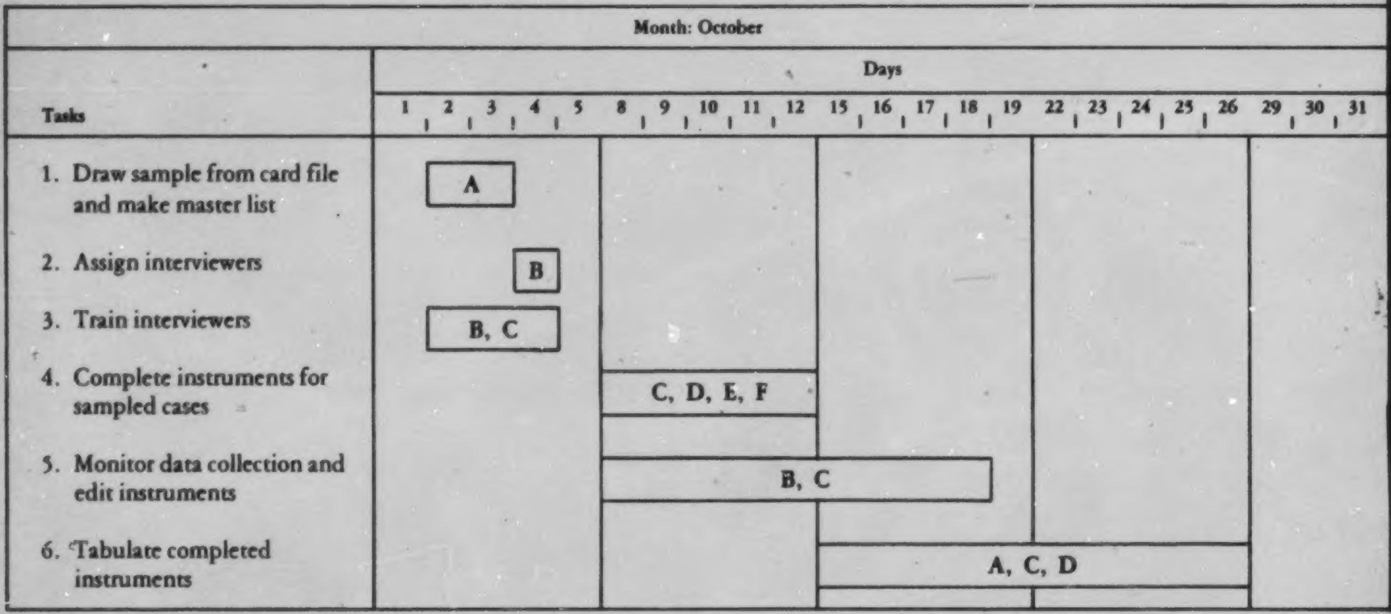
PROJECT PHASE OUTLINE

PHASE OR TASK	PERSON RESPONSIBLE	OTHERS INVOLVED	OUTCOME	DATE Begin	DATE End
Decision to conduct community-impact study	President	Senior administrators	Decision made to conduct study	3/1	3/5
Choose project leader	President	Senior administrators	Project leader selected	3/5	3/10
Determine preliminary scope	Project leader	President and senior administrators	Scope of study described in writing	3/15	3/25
Select constituencies for involvement	Project leader	President and senior administrators	Individuals selected to represent constituencies	3/20	4/17
Design study	Project leader	President, senior administrators, constituencies, project staff	Study methods, personnel, and schedule specified	4/5	4/25
Data collection	Project leader	President, senior administrators	Data collected	4/30	5/30
Tabulate and analyze data	Project leader	Project staff	Results in tabular/analytical form	6/1	7/31
Disseminate results	Project leader	Project staff, president, senior administrators, constituencies	Reports developed and distributed	6/30	9/30

FIGURE 3

TASK CHART FOR IMPACT STUDY

(Gantt Chart)

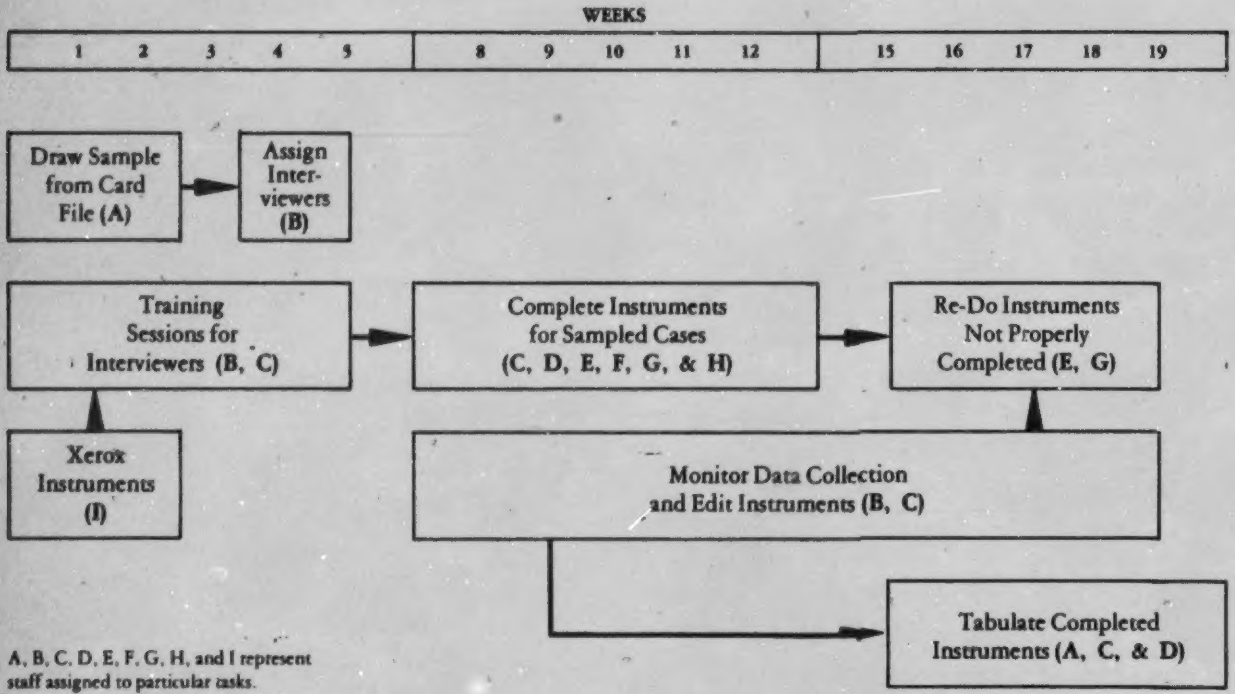


A, B, C, D, E, F, G, and H represent staff assigned to particular tasks.

FIGURE 4

Task Chart for Impact Study

(PERT Chart)


WEEKS
1
2
3
4
5
8
9
10
11
12
15
16
17
18
19
Draw Sample from Card File (A)
Assign Interviewers (B)
Training Sessions for Interviewers (B, C)
Complete Instruments for Sampled Cases (C, D, E, F, G, & H)
Re-Do Instruments Not Properly Completed (E, G)
Xerox Instruments (I)
Monitor Data Collection and Edit Instruments (B, C)
Tabulate Completed Instruments (A, C, & D)

A, B, C, D, E, F, G, H, and I represent staff assigned to particular tasks.

CHAPTER 3

Data-Collection Procedures

This chapter describes three approaches—record searches, surveys, and interviews—that can be used to collect community-impact data. Specific collection procedures are presented in appendix 1.

RECORD SEARCHES

Data on community-college impacts may be found in institutional and noninstitutional records. Table 1 summarizes some of these sources and the types of data they might yield.

Since the review of institutional records alone can produce an unmanageable amount of data, one should first determine what data will best answer the questions posed at the beginning of the study. One must also consider the availability of different types of data. For example, how easily can the data be located? Are they machine readable? Will they have to be tabulated, or are they already summarized? Are they open to public review? Is permission necessary to obtain them? Other considerations might include the cost of personnel, supplies, and computer time. Staff at one institution that conducted an impact study as part of the NCHEMS project searched records for data on institutional enrollment (credit hours produced, students admitted, degrees granted), community use of college facilities, community employment of graduates, and institutional

TABLE 1

EXAMPLES OF INFORMATION TYPES AND THEIR SOURCES THAT MIGHT BE GATHERED IN THE RECORD SEARCH

	INFORMATION TYPE	SOURCE
ECONOMIC:	1. Local expenditures by the college: Taxes Utilities Local goods and services Capital construction Institutional payroll	Institutional Business Office
	2. College revenue	Institutional Business Office
SERVICE:	1. Community participation in institutional social, cultural, and recreational programs	Appropriate institutional office (e.g., Community Service Office)
	2. Community use of institutional facilities	Appropriate institutional office (e.g., Institutional Facilities Office)
DEMOGRAPHIC:	1. Description of college community	Institutional literature, census data (census tract and Standard Metropolitan Statistical Area [SMSA] data), local government data, Chamber of Commerce data
	2. Description of students	Student Affairs Office, Institutional Research Office, Academic Affairs Office

Note: Caffrey and Isaacs offer useful suggestions for determining what types of economic data are important for a community-impact study and how they can be effectively tabulated.

income and expenditures, including the amount of money the college brought into the community through salaries, purchase of goods and services, capital construction, and state aid.

The NCHEMS *Outcome Measures and Procedures Manual* (Micek, Service, and Lee 1975, pp. 171-79, 205-24) contains procedures and forms that could be used to assess:

Enrollment of nondegree and noncertificate seeking students (measure I-1)
Community participation in community education programs (measure I-2)
Community participation in extension services (measure I-3)
Institution's payment of local and state taxes and tax compensations (measure K-1)
Institution's purchase of locally provided utilities (measure K-2)
Institution's purchase of locally delivered goods and services (measure K-3)
Institution's capital equipment expenditure relevant to the local community (measure K-4)
Institution's capital construction expenditure relevant to the local community (measure K-5)

Figure 5 contains procedures and forms relating to measure K-3; appendix 1 contains the rest.

FIGURE 5

NATIONAL CENTER FOR HIGHER EDUCATION MANAGEMENT SYSTEMS

Outcome Measures and Procedures Manual

K-3
MEASURE NUMBER

MEASURE NAME Institution's purchase of locally delivered goods and services

DEFINITION

Total amount of dollars expended on goods and services that are purchased by the institution from the local community during a certain time period. Goods and services are distinguished from capital equipments generally defined by each institution in terms of dollars and duration (see COMMENTS). Also, goods and services, as referred to here, do not include utilities purchased from the local community (see Outcome Measure K-2)

DATA SOURCES

Institutional Business Office

PROCEDURES

Search of Institutional Records

COMMENTS

This outcome measure is identified as a potential measure of an institution's Financial Impact on the Community (3.2.0.04) in the NCHEMS Inventory of Higher Education Outcome Variables and Measures--see Appendix A.

In separating "goods and services" from "capital equipment" each institution uses different criteria of dollars and duration. The user of the manual should consult the institution's business office to determine the criteria for distinguishing goods and services from capital equipment.

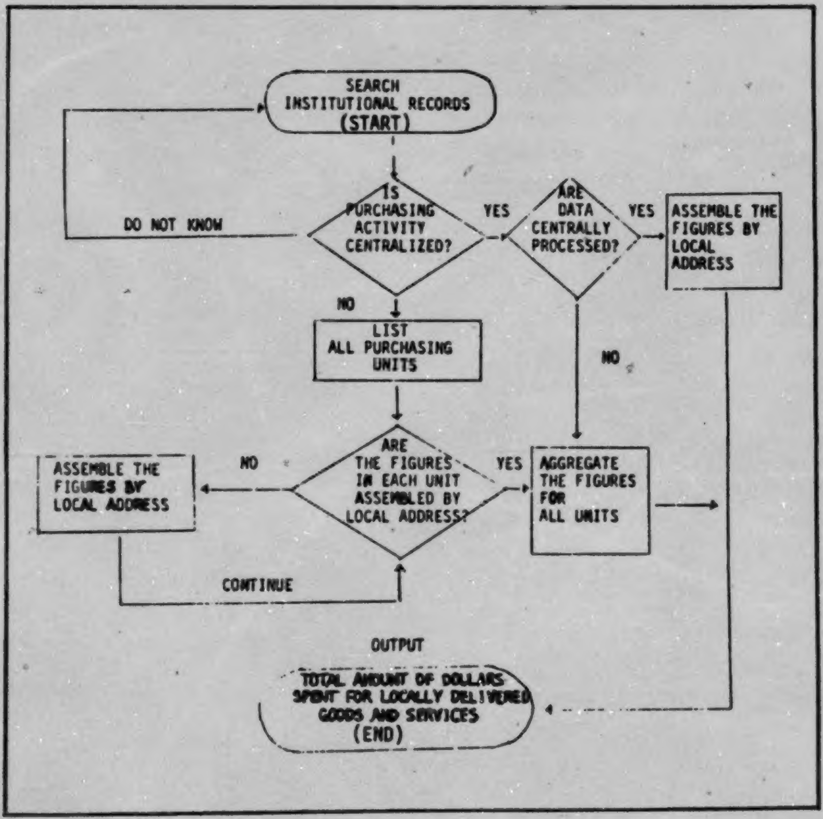
FIGURE 5—*Continued*

ACQUISITION PROCEDURES FOR OUTCOME MEASURE K-3

Considering the potential diversity in purchasing methods and record keeping among institutions, it is expected that users of the manual will have to make several decisions during the course of gathering the data for this measure. For the purpose of clarifying the process of searching institutional records to obtain the desired information, a simple flow chart is presented in Figure K-3.1 on the next page. The user may consult the information search process suggested in the figure and make a general plan applicable to his or her particular situation prior to engaging in the data collection activity.

Figure K-3.1

INFORMATION SEARCH PROCESS FOR OUTCOME MEASURE K-3


SEARCH INSTITUTIONAL RECORDS (START)
DO NOT KNOW
IS PURCHASING ACTIVITY CENTRALIZED?
YES
ARE DATA CENTRALLY PROCESSED?
YES
ASSEMBLE THE FIGURES BY LOCAL ADDRESS
NO
LIST ALL PURCHASING UNITS
NO
ASSEMBLE THE FIGURES BY LOCAL ADDRESS
NO
ARE THE FIGURES IN EACH UNIT ASSEMBLED BY LOCAL ADDRESS?
YES
AGGREGATE THE FIGURES FOR ALL UNITS
CONTINUE
OUTPUT
TOTAL AMOUNT OF DOLLARS SPENT FOR LOCALLY DELIVERED GOODS AND SERVICES (END)

35

FIGURE 5—*Continued*

Procedures for Use of Institutional Records

1. Identify the time period during which the total amount of dollars expended on goods and services that are purchased by the institution from the local community are to be determined.
2. Determine the boundary of the institution's functional local community.
3. Consult the institution's business office to determine whether the purchasing activity of the institution is carried out by a central purchasing office or by subunits (departments and other organizational units) within the institution.
4. If the purchasing activity is centralized, determine whether the purchasing records contain the addresses of the suppliers in the designated local community. If they do, it is simply a matter of retrieving the information according to the planned format. If, however, the record files do not contain the local supplier's addresses, the user of the manual will have to obtain such information from the existing files that contain the vendor register or invoice vouchers.

   If, by chance, the user attempts to use an aggregate figure that already has been developed by certain offices, care should be taken about the reliability of that information. For example, the user might check the aggregate information against the original data or check the information generated by one office against that generated by another office.
5. If the purchasing activity is not centralized or the needed information is not centrally available, the following steps should be taken:
   a. Consult the institution's business office and identify all purchasing units within the institution.
   b. Contact the person in charge of each purchasing unit's expenditure records and obtain the needed information for deriving the measure.
6. Calculate the total amount of dollars paid by each purchasing unit in the institution to suppliers in the designated functional local community within the specified time period.

The mail-out survey has two main advantages. First, it can be administered more easily and cheaply than can a series of interviews, since much of the work involved can be performed partly by volunteers or work-study students. Its relatively low cost makes it especially attractive to institutions with limited budgets. Second, it permits an anonymous, and possibly more honest, response than an approach that identifies the respondent. At the same time, however, the mail-out survey has its limitations. Because the questionnaire must be relatively short and the questions easily understood, the mail-out survey does not usually allow for the collection of detailed information. Moreover, because mail-out surveys often produce low response rates, their findings sometimes cannot be generalized to the total population. Such generalization usually requires additional steps, such as a second mailing, telephone survey, or interviews (ways of assessing response bias are discussed in chapter 4).

After deciding to conduct a mail-out survey, the project leader and the project staff will develop and test the survey instruments. Development includes deciding which impacts to measure, designing the questions to measure them, formatting the questionnaire, and pilot testing the instrument. Figure 6 contains an example of the type of form developed in the NCHEMS *Outcome Measures and Procedures Manual* to assess institutional participation in community affairs. Appendix 1 includes procedures contained in the *Outcome Measures and Procedures Manual* (pp. 185-93, 197-201, 225-40) and its supplement (Micek, Armijo, and Renkiewicz 1977, pp. 63-73) for collecting data about the following impacts, together with instructions for their use:

Institution's participation in community affairs (measure J-1)
Community use of institutional facilities (measure J-3)
Local expenditures by faculty and staff (measure K-6)
Local expenditures by students (measure K-7)
Local expenditures by visitors (measure K-8)
Community awareness of, use of, and satisfaction with instructional programs (measure I-5)
Community awareness of, use of, and satisfaction with institutional services (measure J-4)
Institutional goal attainment (measure J-5)
Community unmet educational needs (measure J-6)

FIGURE 6

NATIONAL CENTER FOR HIGHER EDUCATION MANAGEMENT SYSTEMS

Outcome Measures and Procedures Manual

J-1

MEASURE NUMBER

MEASURE NAME Institution's participation in community affairs

DEFINITION

The number of faculty, staff, and students who participate in various types of off-campus activities in the community, such as workshops, consulting, or giving lectures.

DATA SOURCES

Heads of departments or organizational units in the institution, faculty, current students

PROCEDURES

Administration of a Survey Questionnaire

COMMENTS

This outcome measure is identified as a proxy measure of an institution's contribution to the community through services provided by the faculty, staff, and students to various community groups and organizations. See outcome variable Extension Services (3.2.0.01), Personal Services (3.2.0.02), and Extramural Cultural and Recreational Services (3.2.0.03) in the NCHEMS Inventory of Higher Education Outcome Variables and Measures--see Appendix A.

ACQUISITION PROCEDURES FOR OUTCOME MEASURE J-1

Two alternative procedures are suggested for obtaining data about the extent to which persons in the institution (faculty, staff, and students) participate in various kinds of community activities. The first procedure attempts to identify the extent of participation in community activities by faculty, staff, and/or students as a result of an institutional assignment.

The second alternative for obtaining data for outcome measure J-1 involves the administration of a faculty activity analysis survey. Both procedures, as presented here, have major limitations. The major deficiency of the first procedure is that it does not identify those community activities in which faculty, staff, and students participate on a voluntary basis. The major limitation of the faculty activity analysis procedure is that it is restricted to faculty activities.

Procedures for a FACULTY, STAFF, and STUDENT COMMUNITY ACTIVITY SURVEY Questionnaire

[SEE FOLLOWING PAGE]

FIGURE 6—*Continued*

INSTRUCTIONS: The following questionnaire items are to determine the extent to which persons associated with your department or organizational unit have participated in various community activities (e.g., consulting, art performance, lectures or seminars for the public, internships, work study, and policy development) during [Period of Time].

1. Your name:____________________________________

2. The name of your department or organizational unit:

   ____

3. Has your department or organizational unit assigned, sponsored, or co-sponsored the participation of any of your faculty, staff, and/or students in community activities during [Period of Time]?

   ____(1) Yes (GO TO QUESTION 4)

   ____(2) No (SKIP TO QUESTION __)

4. Please identify in the spaces below: (1) the name of the activities or events in which these individuals have participated and (2) estimate the number of faculty, staff, and/or students who participated in each.

Name or Description of Activity	Number of:		
	Faculty	Staff	Students
1.			
2.			
3.			
4.			
5.			
6.			

THANK YOU FOR YOUR ASSISTANCE

FIGURE 6—*Continued*

Procedures for a FACULTY ACTIVITY ANALYSIS Questionnaire

If this alternative is chosen, it is believed that the user will wish to identify faculty activity as it relates not only to community service activities, but also to teaching, scholarship, and internal service activities. Therefore, it is recommended that the user consider implementation of the Faculty Activity and Outcomes Analysis (FAOA) survey procedures which have been developed by NCHEMS (Manning and Romney, 1973). These procedures have been designed to collect activity data that should be useful for a variety of institutional planning, management, and evaluation functions.

In the FAOA survey instrument, Section D, Public Service Activities, is for those activities faculty engage in principally outside the institution. For example, the following activities would be included:

- consulting
- giving professional advice
- directing or participating in community training
- urban extension
- giving lectures or seminars for the general public
- patient care
- agricultural extension

For the users's information, a copy of the FAOA questionnaire follows. Section D of the questionnaire concerns faculty Public Service Activities.

FIGURE 6—*Continued*

FACULTY ACTIVITY AND OUTCOME SURVEY

Name____**Date**______**Academic Term**________

Please address any questions to____________________________________**Phone**________

Upon completion, please detach the form and send it to________________________________

Purpose of Survey

Use this space for describing the
purpose of the survey and how the
collected data will be used.

PAGE(S) 31-34 [redacted] (WERE) [redacted] (REMOVED) FROM THIS DOCUMENT PRIOR TO ITS BEING SUBMITTED TO THE ERIC DOCUMENT REPRODUCTION SERVICE.

In developing the survey questionnaire, the project leader and project staff should consider (1) the design of the questionnaire, (2) the use of open- or closed-ended items, (3) the wording of the items, (4) their arrangement and instructions for completing them, (5) pilot testing, (6) distribution costs, and (7) follow-up strategies.

QUESTIONNAIRE DESIGN

An attractive questionnaire format can help achieve a high response rate. To make the questionnaire attractive, one should:

1. Keep it as brief as possible; when many questions are asked, one may want to consider giving parts of the questionnaire to different samples of the same population to make each questionnaire as short as possible
2. Use high-quality paper and printing whenever possible, and make sure that the type is large enough to be easily read
3. Design the cover of the questionnaire so that it is distinctive, aesthetically appealing, and easy to read
4. Make it easy for respondents to record their answers
5. Have a logical and easily followed order and organization of questions; for example, provide clear instructions when subsequent questions are contingent on an earlier response
6. Use plenty of white space between items

A final point to be considered in questionnaire design is how the responses will be coded once it is returned. For example, if the responses are to be keypunched directly from the questionnaire, the staff will need to make sure the keypuncher can easily recognize the number or letter assigned to questionnaire items and their responses. (A good rule is to have the questionnaire draft reviewed by a data-processing expert to make sure it can be accurately keypunched.)

USE OF OPEN- OR CLOSED-ENDED ITEMS

In an open-ended item, the respondent supplies his or her own answer; in a closed-ended one, he or she selects answers from a list supplied by the researcher. Whitney (1972) listed the following advantages for each type:

Open-ended items:

- Are relatively free from the researcher's influence
- Elicit a wide variety of responses
- Are useful for introducing new parts of the questionnaire

- Provide background for interpreting results
- Give respondents a chance to express their opinions
- Are more courteous
- Can aid in drafting questions and coding responses (when used in pilot work)
- Give detail and credibility to the final report

Closed-ended items:

- Are more uniformly interpreted by respondents
- Produce easily tabulated responses
- Are unaffected by the respondent's verbosity
- Eliminate problems of vocabulary and definition
- Permit more questions

WORDING OF ITEMS

Items must be clear and unambiguous, so that respondents understand exactly what the researcher wants to know. The following points should be considered:

- Items should be kept as short as possible, because those that are too long often will cause the respondent to forget their purpose; long items can also jeopardize questionnaire reliability and response rate by irritating respondents
- Language should be simple, clear, and straightforward; items should be written so that the respondent is addressed respectfully and courteously
- Whenever possible, simple sentences should be used
- Biased words or phrases should be avoided
- If questionnaire items offer alternative responses to be checked by the respondent, the set of responses should include all possible and distinct responses to the question in focus to avoid confusion (in other words, the set of responses should be exhaustive and mutually exclusive)
- "Double-barreled" items that, in fact, ask two questions should be avoided; Babbie (1973) suggests that whenever the word *and* appears in a questionnaire item, the item should be reviewed for unity

ARRANGEMENT OF ITEMS

As a general rule, a questionnaire should begin with the set of questions most likely to make the respondent want to respond. Usually, questions about attitudes and satisfaction are better for this purpose than ones about demographic subjects. Items that deal with the same topic should be grouped together. For example, questions concerning educational progress and plans might constitute one group and questions about occupational status and plans another. After this rule has been considered, one should group items according to format; for example, all sentence-completion items on a particular topic should be arrayed together. Most researchers feel that items that are more difficult to answer should come at the end of the questionnaire, unless they are crucial for setting the tone or introducing the substance of the questionnaire. Besides helping the respondents complete the questionnaire, well-phrased instructions can establish and maintain rapport with them.

PILOT TESTING

The project leader and project staff should present the developed questionnaires first to the institutional administration for comment and criticism. When presenting them, the project leader should review the objectives and extent of the study and the uses of the data, to consolidate support for the study. After the administration has approved the questionnaires, an advisory group might review them. Each questionnaire should be tested on a small subset of the target population. On the basis of these pilot tests, the survey questionnaires are then revised.

DISTRIBUTION COSTS

A cover letter should be included with each questionnaire. This letter might stress the importance of receiving a response, affirm its confidentiality, and emphasize the value of the study to the community as well as the institution. The cover letter may be printed on institutional stationery, or the letter may be printed on the questionnaire itself (see appendix 2). A recent NCHEMS study suggests that the former may produce a higher response rate. Whichever is chosen, the letter should be signed by the president.

Table 2 lists the materials required for the initial contact in mail- and hand-out surveys, along with estimated costs of each. Estimated costs are based on a survey of 1,000 participants; costs of larger or smaller surveys should be roughly proportional. Survey research literature indicates that personalizing the survey materials substantially increases the response rate (see Linsky 1965, for an overview of this literature). In particular, studies have shown that using first-class postage, particularly commemorative stamps, can increase the response rate by as much as 10 percent (Hensley 1974 and Champion and Sear 1969). Because a high response rate is essential, first class should be used instead of bulk-rate postage on

TABLE 2

ESTIMATED COSTS (AS OF 1977) OF MATERIALS FOR INITIAL MAIL- OR HAND-OUT CONTACT WITH 1,000 PARTICIPANTS

MATERIALS	NUMBER	EXPLANATION	ESTIMATED COSTS*		
			First-Class Mail	Nonprofit-Permit Mail	Hand-Out
Questionnaires	1,000	Printing costs estimated at $.10	$100.00	$100.00	$100.00
Cover Letters	1,000	Printed on official stationery	10.00	10.00	10.00
Return Envelopes	1,000	Business-reply return envelopes			
		(a) Printing costs	15.00	15.00	
		(b) Postage costs at $.15 each x 300 returned	45.00	45.00	
Mailing Envelopes	1,000	Standard business size	15.00	15.00	
First-Class Postage	1,000	First class commemorative stamps at $.13 each	130.00		
Nonprofit Permits with First-Class Postage for Undeliverables	1,000	(a) Nonprofit permits at $.02 each		20.00	
		(b) Estimated 10 percent undeliverables at $.13 each		13.00	
TOTAL			$315.00	$218.00	$110.00
Per-Participant Contact Costs			.32	.22	.11
Per-Participant Response Costs (estimating 300 responses)			1.05	.73	.37

Note: The hand-out method involves distributing a survey to a participant who fills it out and returns it on the spot.

*Estimated costs for more or fewer than 1,000 participants should be approximately proportional.

the outside mailing envelopes. First-class mail has the added advantage of being forwarded by the post office. Hensley also showed the importance for the inner return envelope to be different from the outer mailing one, and that the least expensive choice, a business-reply, printed return envelope, achieves the highest response rate when combined with the commemorative stamp outside.

Other mailing costs not shown in table 2 are those required for either typing names and addresses of participants on the envelopes or generating computer-printed name and address labels. These costs will vary depending on the institution but should be included in cost estimates for the survey. At least one study (Carpenter 1974-75) showed that personalizing the cover letter by manually typing names and addresses increased the response rate, though not greatly, over computer- or machine-produced names and addresses. One would expect, therefore, a similar effect from typing envelope addresses; thus if all other factors are equal, typing the participants' names and addresses would be preferable. However, if the institution can address the envelopes more cheaply with computers, then computer-produced labels would be a reasonable alternative.

Other costs incurred in conducting a survey, primarily those of personnel, are difficult to estimate, because they will vary from institution to institution, depending on salaries and staff time invested. Distributing the survey by hand often produces a higher return rate than by mail. The method of the hand-out will vary according to the population to be surveyed; faculty, for example, could be surveyed at a faculty meeting, students at registration or in classes. Whatever methods are employed, a site that might bias the response, such as a counseling center, ought to be avoided. Moreover, possible respondents need to clearly understand that they are not required to complete the survey, since responses from unwilling respondents could be deliberately inaccurate.

FOLLOW-UP STRATEGIES

Since follow-ups usually increase response rates, they are recommended when feasible. Plans for follow-up, with or without tracking, need to be made before the initial mailing of the survey questionnaires. A follow-up with tracking consists of a second mailing to all participants who have not yet responded. If a follow-up with tracking is planned, a list of participant identification numbers, names, and addresses will be made before the initial mailing. If a computerized data file is used to produce mailing labels for possible respondents, tracking sheets can probably be produced by the computer; otherwise, they must be typed. One person should record on a tracking sheet the return of each questionnaire (figure 7 contains a sample tracking sheet). All returned materials, even undelivered questionnaires, should be kept until the end of the survey.

FIGURE 7

TRACKING SHEET

			FIRST MAILING			SECOND MAILING			
ID	Name	Address	Undeliverable	Unusable	Usable	Date Sent	Undeliverable	Unusable	Usable
0001	Rebecca Conners	1031 Birch Street Finneytown, OH 45231			X				
0002	Francis Olson	836 8th Avenue Cincinnati, OH 45230	X						
0003	Richard Dyer	Rt. 1, Box 353 Green Hills, OH 45203				3/14			X
0004	Pat Stockdill	998 Winton Place Cincinnati, OH 45214			X				
0005	James Taylor	1100 Falmouth Drive Cincinnati, OH 45231		X					
0006	Paul Millar	1492 32nd Street Cincinnati, OH 45244				3/12			X
0007									
0008									
0009									
0010									
0011									
0012									

If the follow-up is not tracked, and if the sample selected for the study is not too large, each person included in the initial mailing could receive a second questionnaire with a note asking for a response if one has not already been sent. A variation of this approach would be to send all persons included in the initial mailing a postcard reminding them to return the questionnaire, if they have not already done so. If this method is chosen, the postcard should also advise the respondent how to get a second questionnaire if the first has been misplaced. One of the schools that participated in the NCHEMS project found this method moderately successful and avoided the cost of printing a complete set of additional questionnaires.

Telephone follow-ups are usually quite effective in increasing return rates. These would be especially appropriate in a community-impact study, because the geographic area of the study would usually involve only local calls. Before choosing this approach, however, the project leader and project staff need to consider the availability of appropriate staff to make the telephone calls.

INTERVIEWS

In an interview, the researcher can pursue the same types of questions as in a mail- or hand-out survey. Interviews can also obtain a great variety of information through follow-up questioning. However, they are time consuming and expensive and require considerable skill, sensitivity, and effort. Furthermore, interviewer bias—systematic errors sometimes introduced by even trained interviewers—is difficult to correct and may distort the findings. Telephone interviews have the additional disadvantage of requiring extra time to find current telephone numbers and to contact respondents.

Each of the three types of interviews—individual, group, and telephone—requires basic preparation. First, questions must be formulated. These may refer to the history of the person interviewed as well as that person's opinions. Next, the researcher should decide how to arrange the questions and when to use open- or closed-ended items. The interview questionnaire should then be pretested in simulated interviews, to improve technique, develop a standard set of procedures, and eliminate confusing items. Then, for each type of interview, a sample needs to be selected, and, for the individual and group interviews, contacts made by letter or telephone to establish times and locations. One institution that participated in the NCHEMS project conducted group interviews of social and civic leaders by holding breakfast and lunch group-interview sessions, moderated by the college president, at which the participants exchanged ideas and reactions about the college's impact. Participants completed questionnaires prior to meetings, and comments were recorded and transcribed. This method enabled the college to interview a large number of social and civic leaders at one time and to establish a dialogue on important issues. By bringing community leaders to campus, the study was able to enhance interest in the college and its programs. Figure 8 contains an example of the interview schedule used by the president of this college in the interview sessions with social and civic leaders.

In addition, personal and telephone interviews can be used by researchers to pursue selected issues and individual responses in greater detail. Names and telephone numbers can be voluntarily obtained from many questionnaire respondents by asking on the survey form whether the respondent would be willing to discuss his or her response in a follow-up interview.

FIGURE 8

SOCIAL-CIVIC GROUP INTERVIEWS

Date ____________

Time ____________

1. What significant differences has (name of college) made in the (name of community) community over the last 10 years?

2. What kinds of impacts has (name of college) made on the following community groups?
   a. Employers in the area—

   b. Community service agencies—

   c. Local and state government agencies—

   d. Other educational institutions—

   e. The general community—

3. In your view, what is the *image* of (name of college) in the community?

4. To what extent do you feel the College is doing a good job in serving the community?

5. To what extent do you feel the community is aware of the courses, services, and resources (e.g., the College facilities) offered by (name of college) ("your agency and its clients" for social-agency directors)?

6. In what ways or areas might the College be more responsive to the educational needs of the community ("to your agency or clients" for social-agency directors)?

7. What types of courses and services ought the College emphasize over the next five years?

CHAPTER 4

Tabulation, Analysis, and Dissemination of Study Data

TABULATION

Tabulation can begin as soon as the questionnaires are returned. Whether the data are tabulated by hand or by computer will affect the extent to which they can be analyzed.

In manual tabulation, the staff will visually edit the questionnaires, hand code them when necessary, transfer the data from the questionnaires to the tabulation sheet, count checkmarks by column, and, for cross tabulations, count and record pairs of checkmarks. Open-ended responses might also require hand coding. For example, an item on the questionnaire might require students to list their field of study. Response could be converted to a numeric code to facilitate tabulation. Figure 9 is a sample tabulation sheet that can be used in manual tabulation.

For example, item 1 might read:

What is your age? (Check the appropriate category.)
____1. Under 18
____2. 18 to 30
____3. 31 to 43
____4. 44 to 56
____5. 57 or over

FIGURE 9

SAMPLE TABULATION SHEET

	Item 1						Item 2			Item 3				Item 4				
QUESTIONNAIRE ID NUMBER	**AGE**						**SEX**			**MARITAL STATUS**				**EDUCATION**				
	1	2	3	4	5	B	1	2	B	1	2	3	B	1	2	3	4	B
0001		X					X			X					X			
0002	X						X			X				X				
0003			X				X				X			X				
0004		X						X			X					X		
0005			X					X		X				X				
0006			X					X		X					X			
0007			X				X					X			X			
0008		X					X				X			X				
0009					X			X		X				X				
0010						X		X				X						X
0011		X					X			X				X				
0012		X					X			X						X		
0013	X							X			X					X		
0014			X				X				X					X		
0015			X				X						X	X				
0016		X						X			X				X			
0017		X						X				X			X			
0018		X					X			X						X		
0019			X					X					X			X		
0020		X						X			X			X				
0021				X			X			X					X			
0022		X						X				X				X		
0023		X						X			X				X			
0024				X				X				X			X			
0025		X						X					X					X
TOTALS:	2	12	7	2	1	1	11	14	0	9	8	5	3	8	8	7	0	2

B = Blank

If the respondent checked option 2, a checkmark would be placed in the cell described by questionnaire number 0001, age category 2. The number of checkmarks in each column can be totaled as each tabulation sheet is completed. After all sheets have been returned, grand totals for each column can be obtained by adding the totals of the same column on the different sheets. This procedure will yield the data necessary to complete a summary by item. For example, the summary for the age question might look like this:

Age Category	Number of Respondents
1	2
2	12
3	7
4	2
5	1
Blank	1

Additional frequency distributions, cumulative frequency distributions, and such can be derived from this information. If possible, however, the data should be processed by computer rather than by hand, since computer processing expedites tabulation and cross tabulation.

The tasks involved in computer tabulation are visually editing questionnaires, hand coding when necessary, keypunching, and verifying and editing data. If computer processing is planned, keypunching codes and column numbers should be designated on the questionnaire (the questionnaires in appendix 2 are so designed). The punched cards should also be verified by the keypuncher. Even though verification will nearly double the cost of keypunching, it will eliminate many punching errors. The keypuncher should call the project leader about any ambiguities found while punching responses.

Computer editing will improve the quality of the data by reducing the likelihood of errors. (See the *Outcome Measures and Procedures Manual,* appendix E, for a detailed discussion of computer editing.) In any questionnaire survey, errors are bound to occur in recording responses. These errors may have been made by the respondent, in not following directions, the hand coder, or the keypuncher. Computer editing can detect two kinds of errors:

1. Responses may be out of acceptable ranges for an item. For example, one or two respondents may have sex codes of 3. This type of error can be detected by inspection of a preliminary frequency distribution of all responses to the questionnaire for all students using a package program such as the Statistical Package for the Social

Sciences (SPSS). Alternatively, a special computer program can be written that checks for out-of-range responses to each item for each questionnaire and prints a message when an error is found. Correction of errors consists of locating the original questionnaire for which an error occurred and then correcting the appropriate card columns.

2. Logically inconsistent responses may be found among pairs or sets of responses to the questionnaire. One such inconsistency is a student responding to a "current degree-sought" item with "doctoral degree," for example, and also indicating that he or she is a sophomore. These types of errors can be detected only by a special program written to compare pairs or sets of responses for each respondent and programmed to write an error message when an inconsistency occurs. Correction consists of changing the key-punched cards after checking with the original questionnaire to see what the correct responses are. In many cases, these types of errors exist even on the questionnaire (because the respondent made a mistake). If this is the case, a judgmental decision must generally be made as to which response is correct, and other responses changed to "blanks" or "no response" by deleting responses from the appropriate card columns.

From the above editing suggestions, it can be seen that one should keep the original questionnaires sorted in the same order as the cards, generally in respondent identification number order. By keeping the questionnaires sorted, it will always be easy to find quickly a particular questionnaire needed for editing verification or any other purpose. It is suggested that a person with data-processing background be included on the project staff to handle the above-mentioned type of problem.

DATA ANALYSIS

This phase of a community-impact study consists of deriving a set of descriptive statistics (such as absolute and cumulative frequencies, percentages, means, and standard deviations) that summarizes the questionnaire responses. It might also include a summary of open-ended responses and a determination of the degree of response bias. This basic descriptive analysis is then followed by as much additional analysis as time, money, and interest permit. Guidelines are suggested below for performing statistical analysis, summarizing open-ended responses and core questions, and assessing response bias.

STATISTICAL ANALYSIS

Descriptive analyses of the returned questionnaires usually consist of frequencies (counts) and percentages of the number who responded to each option of each question. Thus each item would be tabulated as in this example:

> **The overall purpose of (name of institution) is to provide educational programs and services as needed by the residents of (name of community) beyond the high-school level. The education and training provided by (name of institution) are intended to help students obtain the knowledge and skills needed for educational and occupational career advancement, personal development, and recreational enjoyment.**
>
> **Given this overall purpose of (name of institution), how well is (name of institution) achieving this goal?**
>
> **____1. Very poor job**
> **____2. Less than satisfactory job**
> **____3. Satisfactory job**
> **____4. More than satisfactory job**
> **____5. Excellent job**

Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cum Freq (Pct)
1	3	.8	.8	.9
2	6	1.6	1.8	2.7
3	123	32.1	37.4	40.1
4	124	32.4	37.7	77.8
5	73	19.1	22.2	100.0
Blank	54	14.1		100.0
Total	383	100.0	100.0	

In the above table, the "Code" column lists the possible options for the item; the "Absolute Freq" column lists the number of responses to each option (the three respondents who chose option 1); the "Relative Freq" column lists the percentage of respondents choosing each option, including those who left this item blank (14.1 percent of those who returned a questionnaire left this item blank); the "Adjusted Freq" column shows the percentage of respondents choosing each option, excluding blanks; and the "Cum Freq" column gives the percentage of respondents who chose that response or a response listed prior to it (2.7 percent of the respondents chose options 1 or 2, 40.1 percent chose options 1, 2, or 3, and so forth).

If possible, it is also useful to produce a histogram for each item, similar to this:

```
   Code
          |
     1.   |** (   3)
          |
     2.   |*** (   6)
          |
     3.   |******************************* ( 123)
          |
     4.   |******************************* ( 124)
          |
     5.   |****************** (  73)
          |
   Blank  |************** (  54)
(Missing) |
          |
          |.........|.........|.........|.........|.........|
          0        40        80       120       160       200
          Frequency
```

This histogram depicts what is listed in the "Absolute Freq" column of the previous table. It tells the reader very quickly that the respondents think that the institution has been very successful in achieving its goals. The mean and standard deviation should be calculated for questionnaire items that have an underlying scale, like the following item asked of institutional faculty and staff:

Please estimate your <u>average monthly expenditures</u> in the local community for the following:

(please fill in estimated monthly dollar amount)

a. Rent or house payment ________
b. Utilities (water, gas, electric, telephone, garbage) ________
c. Food and beverages ________
d. Real-estate taxes ________
e. Automobile (payments, repairs, gas, insurance) ________
f. Charitable donations ________
g. Clothing (purchase, cleaning) ________
h. Entertainment ________
i. Furniture, large appliances, etc. ________
j. Health (doctors, hospital, dental, insurance) ________
k. Insurance (other than car or health) ________
l. Magazines and newspapers ________
m. Personal items (such as jewelry, toilet goods) ________

Summary of Responses:

		Mean	Standard Deviation
a.	Rent or house payment	205.05	101.21
b.	Utilities (water, gas, electric, telephone, garbage)	82.98	45.97
c.	Food and beverages	169.58	107.41
d.	Real-estate taxes	126.84	179.29
e.	Automobile (payments, repairs, gas, insurance)	126.10	78.44
f.	Charitable donations	43.28	53.73
g.	Clothing (purchase, cleaning)	45.21	40.35
h.	Entertainment	39.34	29.08
i.	Furniture, large appliances, etc.	46.43	62.46
j.	Health (doctors, hospital, dental, insurance)	31.74	49.45
k.	Insurance (other than car or health)	44.21	55.64
l.	Magazines and newspapers	11.99	10.58
m.	Personal items (such as jewelry, toilet goods)	23.49	45.23

Other types of descriptive statistics, such as medians, modes, and variances, can be used in analysis when appropriate (Mendenhall, Ott, and Scheaffer 1971).

All the basic descriptive analyses suggested above can be performed for various subgroups of the sample that may be of interest as well as for the total sample. Below are examples of subgroup analysis that might be performed on populations included in a community-impact study:

Population	Subgroups
Citizens	Geographic location
	Sex
	Ethnic group
	Age category
	Income category
Faculty and Staff	Full- vs. part-time
	Age category
	Income category
Students	Geographic location
	Sex
	Ethnic group
	Major field or program
	Full- vs. part-time
Employers	Type (e.g., manufacturing, construction)
	Location

Whenever a subgroup analysis is performed, the number of respondents in the subgroup should be large enough to make valid inferences possible. This number depends on the size of the population, the sample selected, and the subgroup. Sometimes it may be necessary to oversample certain subgroups, to assure that the number of cases is sufficient to support analysis (Mendenhall, Ott, and Scheaffer 1971, Cochran 1963).

Data can also be cross tabulated (subgroup analysis is one type of cross tabulation). If the data are to be cross tabulated manually, only a few of the most important tabulations can be selected. Computer processing, however, removes this constraint and permits the scope of analysis to be expanded to include areas of interest as well as importance.

The following is an example of cross-tabulation analysis applied to a community-impact study:

60

```
              GOAL
     COUNT I
   ROW PCT IVERY      LESS THA  SATISFAC  MORE THA  EXCELLEN      ROW
   COL PCT IPOOR JOB  N SATISF  TORY JOB  N SATISF  T JOB        TOTAL
   TOT PCT I       1.I       2.I       3.I       4.I       5.I
TIME ------I---------I---------I---------I---------I---------I
       -0* I       0 I       1 I       1 I       0 I       0 I       2
           I       0 I    50.0 I    50.0 I       0 I       0 I     1.0
           I       0 I    12.5 I     2.2 I       0 I       0 I
           I       0 I      .5 I      .5 I       0 I       0 I
        ---I---------I---------I---------I---------I---------I
        1. I       0 I      .4 I      21 I      42 I      36 I     103
 YES       I       0 I     3.9 I    20.4 I    40.8 I    35.0 I    52.5
           I       0 I    50.0 I    46.7 I    45.2 I    72.0 I
           I       0 I     2.0 I    10.7 I    21.4 I    18.4 I
        ---I---------I---------I---------I---------I---------I
        2. I       0 I       3 I      23 I      51 I      14 I      91
 NO        I       0 I     3.3 I    25.3 I    56.0 I    15.4 I    46.4
           I       0 I    37.5 I    51.1 I    54.8 I    28.0 I
           I       0 I     1.5 I    11.7 I    26.0 I     7.1 I
        ---I---------I---------I---------I---------I---------I
   COLUMN          0         8        45        93        50       196
    TOTAL          0       4.1      23.0      47.4      25.5     100.0

   *0 DENOTES BLANK
```

As a faculty or staff member of (name of institution), have you given any of your time to community-service activities such as consulting, art exhibits, lectures, or seminars for the public?

____1. Yes

____2. No

The overall purpose of (name of institution) is to provide educational programs and services as needed by the residents of (name of community) beyond the high-school level. The education and training provided by (name of institution) are intended to help students obtain the knowledge and skills needed for educational and occupational career advancement, personal development, and recreational enjoyment.

Given this overall purpose of (name of institution), how well is (name of institution) achieving this goal?

____1. Very poor job

____2. Less than satisfactory job

____3. Satisfactory job

____4. More than satisfactory job

____5. Excellent job

One interpretation of the data might be that faculty and staff involvement in community-service activities is unrelated to their perception of how well the college is achieving its goals.

SUMMARIZING OPEN-ENDED RESPONSES

In some situations, it is desirable to use an open-ended item rather than one that allows only certain responses. Analysis of open-ended questions, however, is usually more difficult. Following is an example of an open-ended item:

> **Name two things you feel that (name of institution) is not doing well.**

After a review of all responses, the following categories were developed and each response placed in one of them:

Academic Standards
1. Retaining low achievers
2. Requiring high enough standard of performance of students
3. Monitoring students not really seeking education but simply qualifying for social-security benefits

Community Relations
1. Advertising the advantages of attending
2. Providing more information for public
3. Developing enough industry contact
4. Sharing information
5. Meeting with agencies in the community before certain courses are offered
6. Communicating with high-school students as to what is available to them
7. Communicating with the public at large
8. Publicizing its presence and capabilities to the immediate community
9. Promoting itself
10. Publicizing its programs in the community at large
11. Increasing its credibility in the eyes of the community rapidly enough

Curriculum and Programs
1. Developing vocational programs
2. Making available academic night courses to a greater extent
3. Meeting all the vocational needs of the area
4. Strengthening material (business, management material)
5. Appearing adequate in skills training leading to jobs
6. Providing enough job training for industrial subjects
7. Developing sufficient depth of subject matter

Resources
1. Improving library
2. Improving level of academic teaching
3. Improving counseling

Miscellaneous Other

1. Improving intercollegiate athletics
2. Stimulating adults to participate
3. Clarifying the need for education in leisure and recreational enjoyment

Program Coordination

1. Coordinating with offerings of four-year institutions
2. Coordinating with other universities in the area

In developing an open-ended item, the instrument designer will usually anticipate most of the categories of responses that will be received from the study participants. Nevertheless, all responses should be reviewed before categories are established. See Selltiz et al. (1951) for a good discussion of content analysis.

CORE QUESTIONS

In a community-impact study, most institutions will find it beneficial to compare responses across the surveyed populations. For this to be done, some items on each survey instrument should be identically worded. An example of such an item and the organization of data collected from it follows:

> **Are there educational needs in (name of community) which you feel (name of institution) should be attempting to meet but is not meeting at the present time?**
>
> **____1. Yes**
>
> **____2. No**

Analysis (the numbers in the following table are percentages):

Population		Response	
	Yes	No	Blank
Faculty and Staff	36.2	58.2	5.6
Citizens	13.6	59.3	27.2
Employers	20.2	61.7	18.1
Educators	22.6	60.8	16.6

One interpretation might be that the faculty and staff are more aware than are the other populations of unmet educational needs.

ASSESSING RESPONSE BIAS

Response bias exists when respondents to a questionnaire survey differ systematically from the total sample to whom the questionnaires were sent. Respondents usually tend to be more concerned, more interested, or more enthusiastic than nonrespondents. Respondents also tend to have stronger views and to feel more positively about an institution.

Response bias can usually be assessed in two ways. The researcher can isolate a small random sample of nonrespondents and strive to obtain valid questionnaires from them, to compare with the questionnaires of the original respondents. A good approach for a community-impact study, this method requires careful tracking of returned questionnaires, and hence additional costs.

Response bias can also be assessed by examining the characteristics of respondents and nonrespondents by using demographic data. This approach requires especially good planning in choosing the populations to be surveyed, because certain demographic data, such as sex, ethnic category, and age, must be available on the population, and, as in the previous approach, returned questionnaires must be tracked. Whichever way of assessing response bias is chosen, the researcher should remember to document any comparisons between respondents and nonrespondents and to interpret the results of the survey cautiously, since the respondents may represent a biased group.

DISSEMINATION

Unfortunately, institutions sometimes conduct a research study such as a community-impact one and never publish or disseminate their findings. This wastes time and money for others and makes it more difficult to obtain funding and support for other types of research. The project manager should therefore disseminate the findings of the study to all interested persons, not only to ensure that the findings will be used but also to make people aware of the value of such studies.

If potential uses and users of the findings are identified during the planning stage of the study, as chapter 2 advises, then actual use will be easier. Close coordination with the president of the institution and the senior administrators solves much of the problem, since these people are precisely the ones for whom the findings will be most useful. One way to indicate potential uses of information is to list the title of each administrator and, by the title, possible uses of the findings.

Usually a community-impact study will be defined so that several populations within the community participate in the study (see chapter 2). Based on the experience of developing this *Handbook*, it is recommended that a separate document be prepared that gives all the relevant data for each population. Below is an *example* of what the table of contents might look like for a document describing an employer population.

Table of Contents
Survey of Employers' Views

Page

Cover letter 1
Questionnaire 2
Follow-up letter 3
Type of employer 4
Frequencies
  Item 1—Goal 7
    Cross tabulated by items 2, 3, 5-8 9
  Item 2—Needs 15
    Cross tabulated by items 3, 5-8 17
  Item 3—Serving 22
    Cross tabulated by items 5-8 24
  Item 4—Services/facilities—awareness, use, and satisfaction 28
  Item 5—Employment of former students 88
  Item 6—Related courses 92
  Item 7—Quality of training 94
  Item 8—Specific training 96
  Item 9—Position title 98
  Item 10—Number of employees 100
Comments on item 2 101
Comments on item 7 103
Comments on item 8 104
Position titles—item 9 107
Comments 114

In the example, employers were surveyed through a mail-out questionnaire. The first item is the letter used in the initial mailing. It is followed by the questionnaire used in the survey and by the follow-up letter sent to nonrespondents after two weeks. Responses to each of the items were then tabulated and summarized in table form (see page 49 for an example). Selected cross tabulations are then listed by item number (see page 53 for an example). This analysis is followed by summaries of all open-ended questions (items 2, 7, and 8) and a list of respondents' position titles. The last item in the table of contents contains all additional comments made by respondents.

The important findings from each population then might be brought together in an executive summary. The table of contents for this document might be:

Introduction (this should include the background and purpose of the study)
Citizens
Employers
Faculty and Staff
Educators
Civic Leaders
Other Information
Conclusion

For each population that participated in the study, a section should be included that describes the method of selecting respondents, the data-collection tool used (questionnaire or interview), and findings about that particular population. "Other Information" might contain enrollment statistics for several years, revenue and expenditure trends, and other items that describe the impacts the institution is making on its community. The executive summary could then be distributed to the president and senior administrators and perhaps to the advisory group. Several copies of the appendixes should be made available for those interested.

This distribution will generate interest in and requests for other reports using data gathered in the study. If core questions were used in the study, then certainly someone would want to see comparisons across populations for these questions (see page 55 for example). The length of these additional reports should correspond to the position of the user; in general, the higher the administrator's position, the shorter the report. Researchers should be wary of including too much detail. Reports to senior administrators should be especially brief; administrators who find something of special interest can easily request more information.

Preparing a useful report requires time and experience. The researcher should ask the user what he or she wants from the report before beginning to write. After the report has been distributed, it is good to solicit criticisms so that the researcher's technique can be improved.

THE CASE STUDIES

The experience of the authors and the information gleaned from study of the appropriate literature obviously influenced the formulation of the procedures for conducting community-impact studies described in this handbook. But the strongest shaping influence was the experience of the three community colleges whose administrations collaborated with NCHEMS in developing and testing the ideas incorporated in the *Handbook.* These experiences are documented in a forthcoming NCHEMS publication, *Assessing Community-College Impacts: Three Case Studies.*

The case-study institutions:

Kalamazoo Valley Community College (KVCC), Kalamazoo, Michigan. Established in 1966, KVCC now serves more than 14,000 students on a 187-acre campus. KVCC offers 55 instructional programs, mostly in vocational and technical education. It serves a community of 210,000 residents, mainly employed in automotive manufacturing and allied business and industry.

Eastfield College, Dallas County, Texas. Eastfield is one of seven colleges operated by the Dallas County Junior College District. Its service area includes 350,000 residents. More than 8,000 students are enrolled in its 53 instructional programs and another 4,500 in community-service programs. Eastfield emphasizes alternative styles of learning, ranging from private, personal contact with instructors to self-based programs.

Valencia Community College, Orlando, Florida. Established in 1971, Valencia now has three campuses and is serving over 12,000 students in its instructional programs. An additional 5,000 central Florida residents are enrolled in its noncredit continuing-education courses. The service area of the college includes more than 190,000 residents.

The case studies, prepared by college personnel directly involved in testing the NCHEMS approach to community-impact studies, each cover these topics:

- Institutional history and current environment
- Reasons for undertaking a community-impact study
- Organizing for and anticipating problems in conducting a community-impact study
- Achieving constituency involvement
- Methods of sampling and data collection
- Analyzing findings
- Making use of findings

Assessing Community-College Impacts: Three Case Studies is a record of practical experience, in representative settings, that users of the *Handbook* will want to study carefully.

APPENDIX 1

Record Search Forms

Excerpted from the NCHEMS *Outcome Measures and Procedures Manual*

and

Mail-Out Survey Forms

Excerpted from the NCHEMS *Outcome Measures and Procedures Manual* and Supplement

APPENDIX 1

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Record Search Forms

I-1

MEASURE NUMBER

MEASURE NAME Enrollment of non-degree and non-certificate seeking students

DEFINITION

The number of persons, who are not seeking a degree or certificate (nonmatriculating students), enrolled in regular credit-producing instructional programs or courses, as defined by subprograms 1.1 and 1.2 in the NCHEMS Program Classification Structure (PCS)

DATA SOURCES

Institutional Student Records

PROCEDURES

Search of Institutional Records

COMMENTS

This outcome measure is identified as a proxy measure of an institution's contribution to Community Educational Development (3.1.0.01) in the NCHEMS Inventory of Higher Education Outcome Variables and Measures--see Appendix A.

ACQUISITION PROCEDURES FOR OUTCOME MEASURE I-1

The data acquisition procedures developed for outcome measure I-1 are relatively straightforward in the sense that they require a single headcount of "nonmatriculating" students, that is, of those students who are not working toward a degree or a certificate, who are enrolled in credit-producing programs or courses. The procedures suggest that the NCHEMS Program Classification Structure (Gulko, 1972 and Collier, 1975) be used to organize the different credit-producing programs in which the "nonmatriculating students" are enrolled.

Procedures for Use of Institutional Records

1. Determine the time period during which the number of non-degree and non-certificate seeking students enrolled in credit-producing instructional programs will be ascertained.
2. Examine the individual student files and identify all "nonmatriculating students."
3. For the students identified in 2 above, identify those who are enrolled in the PCS Instructional Subprograms:
   1.1--General Academic Instruction, and
   1.2--Occupational and Vocational Instruction.
4. Next identify the PCS Subprogram Categories in which they are enrolled, such as 1.1.0201--Environmental Design or 1.2.5007--Photography Technologies.
5. For a descriptive summary of the data, total the number of "nonmatriculating students" enrolled in each Subprogram Category of the PCS.

I-2

MEASURE NUMBER

MEASURE NAME Community participation in community education programs

DEFINITION

The number of persons, who are not seeking a degree or certificate (non-matriculating students), enrolled in non-credit-producing instructional activities that are offered on or off campus

DATA SOURCES

Institutional Student Records

PROCEDURES

Search of Institutional Records

COMMENTS

This outcome measure is identified as a proxy measure of an institution's contribution to Community Educational Development (3.1.0.01) in the NCHEMS Inventory of Higher Education Outcome Variables and Measures--see Appendix A.

ACQUISITION PROCEDURES FOR OUTCOME MEASURE I-2

The procedures for obtaining data for outcome measure I-2 require a simple headcount of those persons enrolled in those non-credit-producing instructional activities as defined by Subprogram 1.3--Community Education in the revised Program Classification Structure (Collier, 1975). In the revised PCS, the definition of Subprogram 1.3--Community Education is defined as follows:

> Community Education--1.3 includes those instructional activities that are noncredit and are therefore not applicable towards a postsecondary degree or certificate. These instructional activities may be offered both on or off campus and may be taken by either matriculated students or members of the general community. Any work that produces credit toward the high school diploma should be included in 1.4--Preparatory and Adult Basic Education.

Examples of Community Education include:

- Avocational Education (wine testing, weaving, guitar, and so forth)
- Adult Education
- Professional Review Courses
- Refresher Courses

In the procedural steps that follow, a distinction is made between matriculating students who are enrolled in such activities and nonmatriculating students who are enrolled.

Procedures for Use of Institutional Records

1. Determine the time period during which the number of persons participating in non-credit-producing Community Education

instructional activities (as defined by Subprogram 1.3 in the NCHEMS revised Program Classification Structure) will be ascertained.

2. List all instructional activities that would be classified in the PCS Subprogram 1.3--Community Education during the time period in focus.
3. Examine the individual student files and identify the matriculating students who have enrolled in each Community Education activity identified in 2 above, and then the nonmatriculating students who have enrolled in each of those activities.
4. The data should now be organized for outcome measure I-2.

I-3
MEASURE NUMBER

MEASURE NAME Community participation in extension services

DEFINITION

The number of persons from the community who have participated in cooperative extension service activities as defined by Subprogram 3.3 in the NCHEMS Program Classification Structure (PCS)

DATA SOURCES

Institutional records maintained in the office responsible for cooperative extension service activities

PROCEDURES

Search of institutional records

COMMENTS

This outcome measure is identified as a proxy measure of the extent to which the community receives direct assistance and services of various types from the primary programs of the institution. See Extension Services (3.2.0.01) in the NCHEMS Inventory of Higher Education Outcome Variables and Measures, presented in Appendix A.

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ACQUISITION PROCEDURES FOR OUTCOME MEASURE I-3

This outcome measure represents one indicator of the impact the institution and its programs have on the community. In developing the procedures for obtaining this measure, the following definition of Cooperative Extension Service, as defined by the NCHEMS Program Classification Structure (Gulko, 1972), was used:

> Cooperative Extension Service (subprogram 3.3) is established as a separate subprogram to accommodate the program elements that are established as the result of cooperative extension efforts between the institution and outside agencies, e.g., agriculture extension, urban extension. This subprogram is intended primarily for land-grant colleges and universities. The distinguishing feature of program elements in subprogram 3.3 is that the programmatic and fiscal control is shared by the institution with one or more governmental units. Historically, agriculture extension and increasingly certain urban extension programs represent a significant commitment of resources that are not necessarily under the control of the institution in terms of the programmatic direction of the activities. These cooperative extension programs are often a cross between independent operations and public service in that they represent a mix of resources belonging to the institution and resources under the control of an agency external to the institution.

Procedures for Use of Institutional Records

1. Identify the time period during which the number of community members participating in Cooperative Extension Service activities (PCS Subprogram 3.3) will be determined.
2. List all the Cooperative Extension Service programs that have been available to members of the general community during the period of time in focus.

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3. Identify the number of participants in each program. (Do not include persons who participate in these programs for purposes of seeking credit toward a degree or certificate.)
4. For a descriptive summary of the data, list the total number of community participants for each cooperative extension service program offered during the period of time in focus.

K-1

MEASURE NUMBER

MEASURE NAME Institution's payment of local and state taxes and tax compensations

DEFINITION

All local taxes and tax compensations (payment made in lieu of taxes) that an institution pays to local governments (e.g., city, county, state) including school districts, towns, cities, counties, and so forth

DATA SOURCES

Institutional Business Office

PROCEDURES

Search of Institutional Records

COMMENTS

This outcome measure is identified as a potential measure of the institution's Financial Impact on the Community (3.2.0.04) in the NCHEMS Inventory of Higher Education Outcome Variables and Measures--see Appendix A.

Most educational institutions are free from local tax assessments except for an institution's commercial or related activities. However, exceptions do occur. For example, some institutions may enter an agreement with the local government to pay certain amounts in order to compensate for the eroded tax-base due to their presence in the community.

ACQUISITION PROCEDURES FOR OUTCOME MEASURE K-1

The data for outcome measure K-1 can be obtained through a search of institutional records, generally maintained in the institution's business office.

Procedures for Use of Institutional Records

1. Identify the period of time during which data for the measure will be examined.
2. Contact the chief business officer in the institution and determine:
    a. If the institution paid any locally assessed taxes during the time period in focus. If so, the following table should be completed:

Type of Taxes Paid	Name of Local Governments To Which Taxes Were Paid	Amount Paid
Property Tax		
Sales Tax		
Income Tax		
Other (please specify)		
	TOTAL:	

b. If the institution paid or donated any amount of dollars to the local government(s) in lieu of taxes (for example, in compensation for the eroded tax base) during the time period in focus, the following table should be completed:

Type of Payments or Donations	Name of Local Governments To Which Payments or Donations Have Been Made	Amount Paid
	TOTAL:	

K-2
MEASURE NUMBER

MEASURE NAME Institution's purchase of locally provided utilities

DEFINITION

Total amount of dollars expended on utilities (such as gas, electricity, garbage collection, sewage treatment) which were purchased from the local community during a certain time period

DATA SOURCES

Institutional Business Office

PROCEDURES

Search of Institutional Records

COMMENTS

This outcome measure is identified as a potential measure of the institution's Financial Impact on the Community (3.2.0.04) in the NCHEMS Inventory of Higher Education Outcome Variables and Measures--see Appendix A.

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ACQUISITION PROCEDURES FOR OUTCOME MEASURE K-2

Most institutions pay standard rates for locally provided utilities and the payments generally are made by the business office. Therefore, cost data on utilities purchased from the local community should be obtainable by simply searching the institution's utility payment records.

Procedures for Use of Institutional Records

The following procedural steps are suggested for obtaining the total dollar figure for locally provided utilities:

1. Identify the time period during which the amount of dollars expended on locally provided utilities will be determined.
2. Determine the boundary of the institution's functional local community.
3. Identify the types of utilities that have been purchased from the defined local community.
4. Tabulate payment figures by using the following format:

Type of Utility	Name and address of the businesses in the local community from which utilities have been purchased	Amount of Dollars
	TOTAL:	

K-4
MEASURE NUMBER

MEASURE NAME Institution's capital equipment expenditure relevant to the local community

DEFINITION

Total amount of dollars expended in the local community by institutions as a result of an institution's capital outlay expenditure. Capital outlay is usually defined in terms of a "good" with the cost exceeding (1) a certain amount of dollars and (2) the duration of useful life of the "good" years. The criteria may vary somewhat among institutions. (See COMMENTS)

DATA SOURCES

Institutional Business Office

PROCEDURES

Search of Institutional Records

COMMENTS

This outcome measure is identified as a potential measure of an institution's Financial Impact on the Community (3.2.0.04) in the NCHEMS Inventory of Higher Education Outcome Variables and Measures--see Appendix A.

The user of this procedure is advised to follow the definition of "capital outlay" used by the institution. Although the criteria may vary somewhat among institutions, the margin of error will be much less significant than that stemming from imposing a new definition which would inevitably disrupt the standard operating procedure developed in each institution.

ACQUISITION PROCEDURES FOR OUTCOME MEASURE K-4

In obtaining the data on the total amount of dollars expended in the local community by the institution for capital equipment, the user should consult the institution's business office and apply the same information search procedures as that developed for outcome measure K-3.

As pointed out earlier (see procedures for outcome measure K-3), "capital outlay" is distinguished from "goods and serivces" for expenditure analysis purposes. A conceptual distinction is therefore made in the definition of outcome measure K-4.

K-5
MEASURE NUMBER

MEASURE NAME Institution's capital construction expenditure relevant to the local community

DEFINITION

Total amount of dollars expended in the local community by an institution as a result of its capital construction expenditure. The capital expenditures include (1) purchase of land, (2) land improvement, (3) construction (building and parking lot), (4) building repair and improvement, (5) architect's fees, and (6) others that are specifically designated by each institution as "capital construction."

DATA SOURCES

Institutional Business Office

PROCEDURES

Search of Institutional Records

COMMENTS

This outcome measure is identified as a potential measure of an institution's Financial Impact on the Community (3.2.0.04) in the NCHEMS Inventory of Higher Education Outcome Variables and Measures--see Appendix A.

ACQUISITION PROCEDURES FOR OUTCOME MEASURE K-5

It should be pointed out at the outset that the complexity of the data acquisition procedures for outcome measure K-5 is dependent upon the level of detail the user wishes to explore regarding capital expenditure. For instance, the institution may contract with a firm that in turn may subcontract with other firms. Therefore, the original contractor may disperse its capital over several localities through a subcontract process. The potential complexities involved in this process suggest that for analytic purposes some constraints must be placed on the level of detail associated with the flow of an institution's capital expenditures out to the designated functional local community.

The following procedure calls for examination of only those capital expenditures associated with the original contracts arranged between the institution and the local firms. In addition, it is recommended that the focus be limited to the original amount of dollars specified in the contract.

Procedures for Use of Institutional Records

The following procedural steps are designed to obtain that portion of an institution's capital dollars that are spent in the local designated functional community:

1. Identify the period of time in which the capital expenditures in the local community are to be examined.
2. Determine the boundaries of the functional local community.

3. Consult the institution's business office to examine the institution's State of Changes in Fund Balance and its supporting documents.

   The Statement of Changes in Fund Balance shows the total amount of capital expenditures including the major components over a given year. It does not, however, provide the localities in which the capital budget has been spent. The supporting documents will show in detail from whom the land was purchased, if any, what specific projects were financed, and to whom contracts were awarded.

4. Examine carefully the supporting documents and identify for each project (or fiscal transaction):
   a. The address(es) of the firm(s) (or individuals) from which land was purchased, if any;
   b. The address(es) of the firm(s) to which contracts were awarded; and,
   c. The amount of dollars associated with each financial transaction.
5. Select the projects and the firms located in the designated local community.
6. The following table is suggested for organizing the capital expenditure data:

Type of capital expenditures	Name of the localities in which capital budget is spent	Amount of dollars
	TOTAL:	

Mail-Out Survey Forms

J-3

MEASURE NUMBER

MEASURE NAME Community use of institutional facilities

DEFINITION

The number of persons from the community utilizing facilities maintained by the institution such as libraries, language labs, testing centers, computer centers, health services, recreation and athletic facilities, museums, and so forth

DATA SOURCES

Managers of the Institutional Facilities, Members of the Community

PROCEDURES

Search of institutional records or administration of a questionnaire to members of the community

COMMENTS

This outcome measure is identified as a proxy measure of the extent to which individuals in the community receive various types of personal services from the support programs and facilities of the institution. See Personal Services (3.2.0.02) in the NCHEMS Inventory of Higher Education Outcome Variables and Measures in Appendix A.

ACQUISITION PROCEDURES FOR OUTCOME MEASURE J-3

The extent to which community members use the educational or support facilities in an institution can be determined either by a questionnaire survey of a sample of the community population or by a survey of those persons in the community. As a result, two alternative procedures have been developed for obtaining data for this measure.

Procedures for a Facility Use Questionnaire Survey

Alternative #1--Survey of Facility Managers:

1. Select the time period during which the number of persons from the community using the institution's educational and support facilities will be determined.
2. List the facilities that are to be included in the study.
3. Identify the persons in charge of each facility (or who are in the best position to provide the information that is needed).
4. Administer the following "Facility Use Questionnaire" to each of the persons identified in 3 above. If a person is responsible for more than one facility, that person should complete a separate questionnaire for each facility.

Alternative #2--Survey of Community Members:

The following questionnaire item is designed to obtain self-reports from persons in the community to two questions concerning facility use:

(1) Do persons in the community know about certain institutional facilities

FACILITY USE QUESTIONNAIRE

The purpose of this short questionnaire is to help us determine the extent to which persons from the community make use of the facilities maintained by [Name of Institution]. Your cooperation in completing the questionnaire is most appreciated. Please return it to [Location] by [Date].

1. Your Name:__________________________________ 2. Date:_____________

3. Address:____

4. Telephone Number:____

5. Please fill in the following table by estimating, as best you can, the number of persons from the community who have used this facility or have attended certain events, activities, etc. held in the facility for which you are responsible during [Period of Time].

Official Name of Facility: ______________________________________

Name or Description of Events or Activities	Estimated Number of Community Attendees	Please give a brief description of how you made your estimate.

being available to them? and (2) How many of those persons have used the facility or attended or participated in events held in the facility? In using this item, it will be necessary to develop a list of the individual facilities (health centers, libraries, counseling-developmental centers, computer centers, gymnasiums, and so forth) to which persons will be asked to react in the survey. Also, it will be necessary to determine the time period in which the respondent will identify if he or she used the facility.

1. The purpose of this questionnaire item is to help us learn about the extent to which persons in the community "know about" and "make use of" various facilities at [Name of Institution]. For each facility listed in the left-hand column, please answer questions "A" and "B."

Name of Facility	Question "A" Check (✓) each box below if you were aware, prior to receiving this questionnaire, that the facility was open to the public.	Question "B" Check (✓) each box below if you have used or have attended or participated in an event at the facility during the last six months.
	___	___
	___	___
	___	___
	___	___
	___	___
	___	___
	___	___

NOTE: The time period in Question"B" can be changed based on the purpose of your study.

K-6

MEASURE NUMBER

MEASURE NAME Local expenditures by faculty and staff

DEFINITION

Total amount of dollars that the faculty and staff in an institution spend in the local community during a certain period of time

DATA SOURCES

Institutional Faculty and Staff

PROCEDURES

Administration of a Survey Questionnaire

COMMENTS

This outcome measure is identified as a potential measure of an institution's Financial Impact on the Community (3.2.0.04) in the NCHEMS Inventory of Higher Education Outcome Variables and Measures--see Appendix A.

ACQUISITION PROCEDURES FOR OUTCOME MEASURE K-6

The set of questionnaire items developed for obtaining the data needed for outcome measure K-6 is a modification of a group of the items used in a recent community impact study conducted by the Office of the Vice-President for University Relations at the University of Colorado (Rautenstraus, 1974). The items have been modified with the permission of the author of the study report.

Procedures for a FACULTY and STAFF Questionnaire

[SEE FOLLOWING PAGE]

The following items are intended to help in estimating the economic impact of [Name of Institution] on the local community.

1. What is your primary employment status at [Name of Institution]?

   ___(1) Full-time Faculty

   ___(2) Part-time Faculty

   ___(3) Full-time Staff

   ___(4) Part-time Staff

2. Approximately how far do you live from campus? (Please write in the space below the estimated number of miles.)

   ______ Miles

3. In what type of housing do you reside?

   ___(1) Rent

   ___(2) Own home

4. Please estimate your average monthly expenditures in the folowing categories: [*NOTE: These estimates will be strictly confidential.*]

Rent or house payment	$______
Utilities (water, gas, electric, telephone, disposal)	$______
Food and beverages	$______
Real estate and other local taxes	$______
Automobile (payment, repairs, gas, insurance)	$______
Charitable donations	$______
Cleaning and laundry	$______
Clothing	$______
Entertainment	$______
Furniture	$______
Health (include dental and insurance)	$______
Insurance (except auto and health)	$______
Local public transportation	$______
Magazines and newspapers	$______
Personal items	$______
Miscellaneous	$______
TOTAL	$______

5. What is your yearly expenditure for books and educational supplies? $______

K-7

MEASURE NUMBER

MEASURE NAME Local expenditures by students

DEFINITION

Total amount of dollars that students spend in the local community during a certain period of time

DATA SOURCES

Current Students

PROCEDURES

Administration of a Survey Questionnaire

COMMENTS

This outcome measure is identified as a potential measure of an institution's Financial Impact on the Community (3.2.0.04) in the NCHEMS Inventory of Higher Education Outcome Variables and Measures--see Appendix A.

ACQUISITION PROCEDURES FOR OUTCOME MEASURE K-7

The set of questionnaire items developed for obtaining the data needed for outcome measure K-7 is a modification of a group of the items used in a recent community impact study conducted by the Office of the Vice-President for University Relations at the University of Colorado (Rautenstraus, 1974). The items have been modified with the permission of the author of the study report.

Procedures for a CURRENT-STUDENT Questionnaire

[SEE FOLLOWING PAGE]

The following questions are intended to help us learn about the economic impact students at [Name of Institution] have on the local community.

1. What is your student status at [Name of Institution]? (PLEASE CHECK ONE)

___(1) Freshmen
___(2) Sophomore
___(3) Junior
___(4) Senior
___(5) Graduate
___(6) Special

2. Are you currently a full-time or part-time student?

___(1) Full-time student
___(2) Part-time student

3. Approximately how far do you live from campus? (Please write in the space below the estimated number of miles.)

_____ Miles

4. In what type of housing do you live? (PLEASE CHECK ONE)

___(1) Campus housing
___(2) Rent
___(3) Own home
___(4) Fraternity or Sorority
___(5) Live with parents

5. Please estimate your average monthly expenditures in the folowing categories: [*NOTE: These estimates will be strictly confidential.*]

Rent or house payment	$________
Utilities (water, gas, electric, telephone, disposal) . .	$________
Food and beverages	$________
Real estate and other local taxes	$________
Automobile (payment, repairs, gas, insurance)	$________
Charitable donations.	$________
Cleaning and laundry.	$________
Clothing	$________
Entertainment	$________
Furniture	$________
Health (include dental and insurance)	$________
Insurance (except auto and health).	$________
Local public transportation	$________
Magazines and newspapers.	$________
Personal items	$________
Miscellaneous	$________
TOTAL	$________

6. What is your yearly expenditure for books and school supplies? $______

Tuition and fees? $______

K-8
MEASURE NUMBER

MEASURE NAME Local expenditures by visitors

DEFINITION

A total amount of dollars that visitors to an institution spend in the local community during a certain period of time

DATA SOURCES

Faculty, staff, students, and academic units, (such as departments and institutes) and visitors

PROCEDURES

Administration of a Survey Questionnaire

COMMENTS

This outcome measure is identified as a potential measure of an institution's Financial Impact on the Community (3.2.0.04) in the NCHEMS Inventory of Higher Education Outcome Variables and Measures--see Appendix A.

ACQUISITION PROCEDURES FOR OUTCOME MEASURE K-8

Administration of a survey questionnaire is suggested for obtaining an estimate of the total amount of dollars that visitors at an institution spend in the designated functional local community during a given period of time.

Three alternative sets of questionnaire items have been developed for consideration. The first set is appropriate for administration to faculty, staff, and students. The second set is designed to be administered to the heads of departments or other organizational units in the institution that have sponsored activities attended by visitors from outside the designated functional local community. The final set of items is designed to be administered directly to visitors.

Procedures for VISITOR-EXPENDITURE Questionnaires

[SEE FOLLOWING PAGE]

Alternative #1: Faculty/Staff/Student Questionnaire

FACULTY/STAFF/STUDENT QUESTIONNAIRE

INSTRUCTIONS: The following survey questionnaire is intended to learn how much money your non-local visitors have spent during [Period of Time] in [Name of the local community]. For each type of visitor identified below, please give your best estimates about (1) the number of non-local visitors you have had during [Period of Time]--count each visitor's visit as one visitor; (2) the average length of their stay--count days; and (3) the average amount of their daily spending.

	1	2	3	4
Type of non-local visitors	Number of visitors	Average length of their stay	Average daily local expenditures	Sum = 1x2x3 (Do not write in this column)
Parents & Relatives	___	( ) Days	$_______	
Friends	___	( ) Days	$_______	
Professional Colleagues	___	( ) Days	$_______	
All Others	___	( ) Days	$_______	
Grand Total				

Alternative #2: Organizational Unit Questionnaire

ORGANIZATIONAL UNIT QUESTIONNAIRE

INSTRUCTIONS: The following survey questionnaire is designed to estimate the amount of local expenditures that have resulted from the non-local visitors who have participated in meetings (or conferences) that your organization has sponsored during [Period of Time].*

1. Your name ____

2. Name of your department ________________________________

3. During (period of time) has your department (or organization) sponsored any activities, meetings, or conferences, etc. that were held in [Name of the Local Community] and in which visitors outside the community participated?

_____1. YES, we have. (Go to Question 4)

_____2. NO, we have not.

4. Please identify the nature (or name) of meetings and make your best estimate in the categories that follow:

	1	2	3	4
Nature (or name) of activity	Number of days activity lasted	Estimated number of non-local participants	Estimate Average Daily local expenditures of participants	SUM = 1x2x3 (Do not write in this column)

---

*In some instances, the user may wish to account for visitors who come to the community for conferences, workshops, etc. that are held in campus facilities which are not sponsored by IHE.

Alternative #3: Visitor Questionnaire

The following questionnaire has been developed as an alternative for identifying the amount of money spent by visitors to the local community. The items in the questionnaire are modified versions of items used in a recent community impact study conducted by the University of Colorado (Rautenstraus, 1974). They have been modified for inclusion in this manual with the permission of the author of the University of Colorado community impact study report.

Various formats and procedures for administering the questionnaire to visitors can be used. The one recommended here calls for (1) printing the INTRODUCTORY REMARKS and questionnaire items on one side of an 8 1/2 x 11 inch piece of paper and (2) printing the return address and a first class business reply mail permit on the other side of the paper.

Alternative #3: Visitor Questionnaire

VISITOR QUESTIONNAIRE

WELCOME! The [Name of Institution] hopes thay you have a good time in [Name of Community]. The [Name of Institution] is conducting a survey to determine how much a visitor spends in [Name of Community]. When your visit is completed, please fill out this questionnaire and return it to us.

To return the questionnaire, please refold and staple the questionnaire so that the top third is covered by the bottom third and the [Name of Institution] address and prepaid postage notice is shown.

Thank you for your help!

* *

1. How far did you travel to come to [Name of Community]? ______ Miles
2. How long did you stay in [Name of Community]? ______ Days
3. What were your expenditures in [Name of Community] in the following categories?

   Food (off-campus) . . . . $________
   Lodging . . . . $________
   Other (souvenirs, gas, etc.). . . . . $________

4. Was your primary reason for visiting [Name of Community] related to the [Name of Institution]?

   ____ Yes
   ____ No

5. Please check (✓) the [Name of Institution] activities that you attended during your stay:

   ____ Seminar
   ____ Conference
   ____ Forum
   ____ Workshop
   ____ Lecture
   ____ Concert
   ____ Exhibit
   ____ Film
   ____ Museum
   ____ Athletic Contest
   ____ Social Event
   ____ Other ____________________
   ____ Visit with son/daughter attending [Name of Institution]

On the other side of the questionnaire print the return address and the business reply mail permit so the respondent can easily fold and staple the questionnaire. An example of what the other side of the questionnaire might look like is presented on the next page.

Obviously, other formats could be used for developing this type of visitor questionnaire. A good person to consult is a graphic arts specialist.

FIRST CLASS
PERMIT NO.
BOULDER, COLO.

BUSINESS REPLY MAIL

NO POSTAGE NECESSARY IF MAILED IN THE UNITED STATES

POSTAGE WILL BE PAID BY

[Name of Institution]

[Address to Which Questionnaire
is to be Returned]

I-5
MEASURE NUMBER

MEASURE NAME Community awareness of, use of, and satisfaction with instructional programs

DEFINITION

The degree of awareness of, use of, and satisfaction with instructional programs by members of the community

DATA SOURCES

Persons in the local community

PROCEDURES

Administration of a Survey Questionnaire

COMMENTS

The purpose of this outcome measure is to measure the awareness of, use of, and satisfaction with the institution's instructional programs by members of the community.

ACQUISITION PROCEDURES FOR OUTCOME MEASURE I-5

The procedure recommended for obtaining data for outcome measure I-5 requires the administration of a survey instrument similar to the one below.

1. (Name of Institution) offers several types of educational programs. Please check (✓) each program area you were aware of before reading this questionnaire.

☐ (1) Skill training and upgrading programs
☐ (2) College transfer courses and programs
☐ (3) Career and occupational courses and programs
☐ (4) General academic courses and programs
☐ (5) Was not aware of these programs

(List of programs would be developed by institution--what appears above is a sample.)

2. Have you enrolled in any of the programs listed below?

☐ (1) I have not enrolled in any program.
☐ (2) Skill training and upgrading program
☐ (3) College transfer courses and programs
☐ (4) Career and occupational courses and programs
☐ (5) General academic courses and programs

3. How satisfied were you with your educational experiences at (Name of Institution)?

☐ (1) I have had no educational experiences at (Name of Institution).
☐ (2) Completely dissatisfied
☐ (3) Dissatisfied
☐ (4) Neutral
☐ (5) Satisfied
☐ (6) Completely satisfied

NATIONAL CENTER FOR HIGHER EDUCATION MANAGEMENT SYSTEMS

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J-4
MEASURE NUMBER

MEASURE NAME Community awareness of, use of, and satisfaction with institutional services

DEFINITION

The degree of satisfaction expressed **by members of the community** concerning services provided by the institution

DATA SOURCES

Persons living in the community; managers of institutional services

PROCEDURES

Administration of a questionnaire to members of the community, or a search of institutional records

COMMENTS

This outcome measure is identified as a proxy measure of the extent to which individuals in the community are aware of, use, and are satisfied with the various types of services provided by the institution. This measure is an alternative to Measure J-3. If it is used, J-3 should be modified to include only facilities.

ACQUISITION PROCEDURES FOR OUTCOME MEASURE J-4

The extent to which community members use educational or support services in an institution can be determined by an institutional record search or by administering a questionnaire to members of the community. Surveying the community also provides information concerning awareness of and satisfaction with the services. The two alternative procedures for obtaining data for this measure are:

I. Record Search (Survey of Service Managers)

1. Select the time period during which the number of persons from the community using the institution's educational and support services will be determined.
2. List the services to be included in the study.
3. Identify the persons in charge of each service--the person in the best position to provide the needed information.
4. Administer the "Service Use Questionnaire."

II. Survey of Community Members

The questionnaire item on the following page is designed to obtain self-reports from persons in the community to three questions concerning service use:

- Do persons in the community know about certain institutional services?
- Do persons in the community use institutional services?
- Are persons who use institutional services satisfied?

SERVICE USE QUESTIONNAIRE

The purpose of this short questionniare is to help us determine the extent to which persons from the community make use of the services maintained by (Name of Institution). Your cooperation in completing the questionnaire is most appreciated. Please return it to (Location) by (Date).

1. Your Name: ______________________ 2. Date: __________

3. Address: ______________________________________

4. Telephone Number: ______________________________

5. Please fill in the following table by estimating, as best you can, the number of persons from the community who have used this service for which you are responsible during (Period of Time).

Official Name of Service: ____________________________

Name or Description of Events or Activities	Estimated Number of Community Attendees	Please give a brief description of how you made your estimate

4. Listed below are a number of services which are viewed by (Name of Institution) as being of potential use to various members of the community.

For each service listed below, please indicate:

1.) Your awareness of the service.

2.) If you have used the service.

3.) Your satisfaction with the service if used.

SERVICE	Are you aware of this service?		Have you used it?		Were you satisfied--if used?	
	Yes	No	Yes	No	Yes	No
1.	☐	☐	☐	☐	☐	☐
2.	☐	☐	☐	☐	☐	☐
3.	☐	☐	☐	☐	☐	☐
4.	☐	☐	☐	☐	☐	☐
5.	☐	☐	☐	☐	☐	☐
. . .						

Sub-communities that might be surveyed are:

- Registered voters
- Other educators in the community
- Social agency leaders
- Civic leaders
- Faculty/staff of the institution
- Employers in the community

J-5
MEASURE NUMBER

MEASURE NAME Institutional goal attainment

DEFINITION

The degree of satisfaction expressed by members of the community as to how well the institution is achieving its goal(s)

DATA SOURCES

Persons in the local community

PROCEDURES

Administration of a Survey Questionnaire

COMMENTS

This is a measure of the degree to which the institution is reaching its goal(s).

ACQUISITION PROCEDURES FOR OUTCOME MEASURE J-5

The extent to which community members perceive the institution is achieving its stated goal(s) is obtained by a questionnaire survey. Some of the sub-communities that might be surveyed are:

- Registered voters
- Other educators in the community
- Social agency leaders
- Civic leaders
- Faculty/staff of the institution
- Employers in the community

The following questionnaire item is designed to gather appropriate perceptions.

ABOUT (NAME OF INSTITUTION)

The overall purpose of (Name of Institution) is to provide educational programs and services as needed by the residents of the community beyond the high school level. The education and training provided by (Name of Institution) are intended to help students obtain the knowledge and skills needed for educational and occupational career advancement, personal development, and recreational development.

Given this overall purpose of (Name of Institution), how well do you feel (Name of Institution) is achieving this goal?

☐ (1) Very poor job
☐ (2) Less than satisfactory job
☐ (3) Satisfactory job
☐ (4) More than satisfactory job
☐ (5) Excellent job

NATIONAL CENTER FOR HIGHER EDUCATION MANAGEMENT SYSTEMS

Outcome Measures and Procedures Manual
Supplement (1977)

J-6
MEASURE NUMBER

MEASURE NAME Community unmet educational needs

DEFINITION

The perceptions of people in the community concerning needs that the institution is not meeting, but should be attempting to meet

DATA SOURCES

Persons in the local community

PROCEDURES

Administration of a Survey Questionnaire

COMMENTS

This is a measure of the degree and number of unmet educational needs in the community that the institution might meet.

ACQUISITION PROCEDURES FOR OUTCOME MEASURE J-6

The extent to which community members perceive unmet needs in the community that the institution is not meeting, but could be meeting, is obtained by a questionnaire survey. Some of the sub-communities that might be surveyed are:

- Registered voters
- Other educators in the community
- Social agency leaders
- Civic leaders
- Faculty/staff of the institution
- Employers in the community

The following questionnaire item is designed to gather appropriate information.

Are there educational needs in the community you feel (Name of Institution) should be attempting to meet, but is not meeting at the present time?

☐ (1) Yes

☐ (2) No

If yes, what are they? ______________________________

APPENDIX 2

Examples of Survey Questionnaires and Cover and Follow-Up Letters

APPENDIX 2

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Survey of Citizens

Kalamazoo Valley Community College

6767 West O Avenue / Kalamazoo, Michigan 49009 / (616) 375-5000

Dear Friend of KVCC:

On August 1, 1966, Kalamazoo Valley Community College was established by an overwhelming vote, and during the past decade, your community college has committed itself to providing the community with a wide variety of programs and services. The enrollment has grown to more than 6,000, and a total of more than 50,000 people have taken advantage of the programs and services offered.

We believe the time has come for you, as a member of that community, to evaluate our efforts!

Enclosed you will find a questionnaire which contains a series of questions regarding your feelings toward KVCC and the impact which the college has had on you. The questions range from how aware you may be of programs and services your community college provides--to what you believe we could be doing to improve these programs and services.

Your opinions are definitely needed!

This study is being carried out jointly by KVCC and the National Center for Higher Education Management Systems in Boulder, Colorado. Your responses to the questionnaire will be strictly confidential.

Please complete the questionnaire as soon as possible and return it in the postage-paid envelope that has been provided for your convenience.

Thank you for your interest in KVCC and your time and cooperation in this important study.

Sincerely,

Dale B. Lake
President

Enclosure

BOARD OF TRUSTEES

[illegible] VanderBrink, Jr. Chairman
Roberta S. Chorney Vice Chairman
[illegible] Secretary
Paul D. Jackson Treasurer
Dominic B. Leonardelli Trustee
Owen B. Middleton Trustee
Richard R. VanVranken Trustee

KALAMAZOO VALLEY COMMUNITY COLLEGE · 1966 ·
OPPORTUNITY FOR ALL

A SURVEY OF CITIZENS' VIEWS ABOUT THE IMPACT OF KALAMAZOO VALLEY COMMUNITY COLLEGE ON THE COMMUNITY

National Center for Higher Education Management Systems

NOTE: Your responses will be kept confidential.

ABOUT KVCC:

1 *The overall purpose of Kalamazoo Valley Community College is to provide educational programs and services as needed by the residents of the Greater Kalamazoo community beyond the high school level. The education and training provided by KVCC are intended to help students obtain the knowledge and skills needed for educational and occupational career advancement, personal development, and recreational enjoyment.*

Given this overall purpose of KVCC, how well is KVCC achieving this goal?

10
1 ☐ Very poor job
2 ☐ Less than satisfactory job
3 ☐ Satisfactory job
4 ☐ More than satisfactory job
5 ☐ Excellent job

2 **Are there educational needs in the Greater Kalamazoo community that you feel KVCC should be attempting to meet, but is not meeting at the present time?**

11
1 ☐ Yes
2 ☐ No

If yes, what are they? ____________________

____

3 **In general, how well do you feel KVCC is serving the Greater Kalamazoo community?**

12
1 ☐ Very poor job
2 ☐ Less than satisfactory job
3 ☐ Satisfactory job
4 ☐ More than satisfactory job
5 ☐ Excellent job

4 **KVCC offers several types of educational programs. Please check (✓) each program area you were *aware of before reading this questionnaire*.**

13 ☐ Skill training and upgrading programs
14 ☐ College transfer courses and programs
15 ☐ Career and occupational courses and programs
16 ☐ General academic courses and programs
17 ☐ Was not aware of these programs

5 Have you or a member of your household enrolled in a course or program at KVCC during the last five years?

18 1 ☐ No (SKIP to Question 8)
2 ☐ Yes (Please check the type of course[s] or program[s] *in which you or a member of your household were enrolled.*)

19 ☐ Skill training and upgrading
20 ☐ College transfer
21 ☐ Career/occupational
22 ☐ General academic

6 How satisfied were you with your educational experience(s) at KVCC?

1 ☐ Completely dissatisfied
2 ☐ Dissatisfied
23 3 ☐ Neutral
4 ☐ Satisfied
5 ☐ Completely satisfied

7 Please check (✓) the boxes that describe how KVCC courses or programs have helped (a) *you* and (b) *other persons you know*.

Impacts of KVCC	(a) Myself	(b) Others I Know
Increased chances to qualify for a new job	24 ☐	25 ☐
Improved chances for salary increase	26 ☐	27 ☐
Increased chances for a job promotion	28 ☐	29 ☐
Improved human relations skills	30 ☐	31 ☐
Improved knowledge and skills related to a job	32 ☐	33 ☐
Increased general knowledge and skills	34 ☐	35 ☐
Provided a personal experience with the academic community	36 ☐	37 ☐
Increased opportunities for recreation and leisure activities	38 ☐	39 ☐
Other benefits (please specify)	40 ☐	41 ☐

____

____

⑧ A variety of KVCC facilities is available to students and the community. Please check (✓) each of the facilities you have (a) *known about* or (b) *used or visited*.

Facility	(a) Known About	(b) Used or Visited
Library (Learning Resources Center)	42 ☐	43 ☐
Exhibition Gallery	44 ☐	45 ☐
Gymnasium	46 ☐	47 ☐
Swimming pool	48 ☐	49 ☐
Tennis courts	50 ☐	51 ☐
Running track	52 ☐	53 ☐
Baseball field	54 ☐	55 ☐
Auditorium	56 ☐	57 ☐
Cafeteria	58 ☐	59 ☐
Learning laboratory	60 ☐	61 ☐
Dental hygiene clinic	62 ☐	63 ☐
Meeting rooms	64 ☐	65 ☐
Other facility (please specify)	66 ☐	67 ☐

______________________________ (col 80-1)

⑨ Which of the following services and resources offered by KVCC have (a) *you* or (b) *a member of your household* used? Please check (✓) all that apply. (If you have not used any service or resource, SKIP to Question 12.)

Service/Resource	(a) Myself	(b) Member of Household
Conference and Seminars	10 ☐	11 ☐
Workshops	12 ☐	13 ☐
Job Placement Services	14 ☐	15 ☐
Financial Aid Services	16 ☐	17 ☐
Counseling Services	18 ☐	19 ☐
Services for the Handicapped	20 ☐	21 ☐
Services and Resources for the Aging and Retired	22 ☐	23 ☐
Foreign Student Services	24 ☐	25 ☐
Assessment and Testing Services	26 ☐	27 ☐
Tutorial Services	28 ☐	29 ☐
Dental Hygiene Services	30 ☐	31 ☐
Cultural events (plays, art exhibits, etc.)	32 ☐	33 ☐
Food Services	34 ☐	35 ☐
Internship and Field Placement Services	36 ☐	37 ☐
Referral for Special Assistance (e.g., medical referral)	38 ☐	39 ☐
Consultation Services (faculty staff)	40 ☐	41 ☐
Other service (please specify)	42 ☐	43 ☐

____

⑩ **Have you used any of the services or resources checked above within the past 12 months?**

44 1 ☐ Yes
2 ☐ No

⑪ **In general, how satisfied were you with the services or resources checked in Question 9 (if used)?**

1 ☐ Completely dissatisfied
2 ☐ Dissatisfied
45 3 ☐ Neutral
4 ☐ Satisfied
5 ☐ Completely satisfied

⑫ **KVCC receives its financial support from a variety of sources. Which *two* of the sources listed below do you think should be the *major* sources of financial support for the college? Please check (✓) only *TWO*.**

1 ☐ State funds
2 ☐ Local millage (or property taxes)
3 ☐ Federal funds
46 47 4 ☐ Student tuition and fees
5 ☐ Donations and gifts
6 ☐ Private foundations
7 ☐ Other (please specify) ____________________

⑬ **How have you learned about the educational courses, programs, services, and facilities offered by KVCC? Check (✓) all that apply.**

48 ☐ This questionnaire
49 ☐ KVCC faculty and staff
50 ☐ KVCC students and former students
51 ☐ Radio
52 ☐ Newspapers
53 ☐ Television
54 ☐ Newsletters
55 ☐ Friends and relatives
56 ☐ People you work with
57 ☐ Other major sources (please specify) ____________________
____

ABOUT YOU:

⑭ **Please check (✓) your age category.**

58 1 ☐ Under 18
2 ☐ 18-24
3 ☐ 25-34
4 ☐ 35-49
5 ☐ 50-62
6 ☐ 63 and over

⑮ **Are you:**

59 1 ☐ Married
2 ☐ Not married

⑯ **What is your sex?**

60 1 ☐ Male
2 ☐ Female

⑰ **What is your racial/ethnic background? Please check only *ONE*.**

1 ☐ American Indian or Alaskan Native
2 ☐ Asian or Pacific Islander
3 ☐ Black
61 4 ☐ Hispanic (of Spanish origin)
5 ☐ White
6 ☐ Nonresident Alien

18 **Please *write in* the number of people living in your household who are in the following age categories (including yourself):**

Under 5 years 62 ____
5-9 years 63 ____
10-13 years 64 ____
14-17 years 65 ____
18-20 years 66 ____
21-24 years 67 ____
25-34 years 68 ____
35-44 years 69 ____
45-54 years 70 ____
55-64 years 71 ____
65 years and over 72 ____

⑲ **What is the annual income for *your total household?* Please include all income sources and persons and check *ONE* category.**

1 ☐ Less than $5,000 per year
2 ☐ $5,000-9,999 per year
3 ☐ $10,000-14,999 per year
73 4 ☐ $15,000-19,999 per year
5 ☐ $20,000-24,999 per year
6 ☐ $25,000-29,999 per year
7 ☐ $30,000 and over per year

(col 80-2)

Thank you for your help!

Kalamazoo Valley Community College

6767 West O Avenue / Kalamazoo, Michigan 49009 / (616) 375-5000

Dear Friend of KVCC:

Two weeks ago we mailed a questionnaire to you in an attempt to obtain your opinions about the programs, services, and facilities offered by Kalamazoo Valley Community College. If, for any reason, you did not return yours, or perhaps misplaced it, we are enclosing another questionnaire for you.

Your opinions are very important to us, and we really need your help.

Once again, thank you for your time and cooperation in this important project.

Sincerely,

Dale B. Lake
President

Enclosures

IF YOU HAVE ALREADY FILLED OUT THIS QUESTIONNAIRE, PLEASE DISREGARD THIS REQUEST.

BOARD OF TRUSTEES

Alex VanderBeek, Jr. *Chairman* Roberta S. Cheney *Vice Chairman* Anna Whitten *Secretary* Paul D. Jackson *Treasurer* Dominic B. Leonardelli *Trustee* Owen B. Middleton *Trustee* Richard R. VanVranken *Trustee*

NOTE: Your responses will kept confidential.

Eastfield College
3737 Motley Dr.
Mesquite, Texas 75150

A SURVEY OF CITIZENS' VIEWS ABOUT THE IMPACT OF EASTFIELD COLLEGE

Dear Citizen:

Eastfield provides an inexpensive quality education in an educational community within a short distance of your home. In addition to courses offered on the college campus, Eastfield also provides courses and training at select sites throughout the community.

In order that we might plan our programs to meet your needs, we solicit your response to this questionnaire. Your input will assist us in making our programs more responsive to the needs of the community. Thank you for your help.

Sincerely,

Byron McClenney

Byron McClenney
President

National Center for Higher Education
Management Systems

ABOUT EASTFIELD COLLEGE

① **One of the goals of Eastfield College is to "develop and maintain variety in program offerings and endeavor to respond to developing community needs." How well is Eastfield College achieving this goal?**

1
- 1 ☐ I don't know.
- 2 ☐ Very poorly
- 3 ☐ Less than satisfactorily
- 4 ☐ Satisfactorily
- 5 ☐ More than satisfactorily
- 6 ☐ Excellently

② **At Eastfield College, course offerings are available in three categories. Which of the program areas were you aware of before reading this questionnaire? (Check as many as are appropriate.)**

University transfer courses	2 ___
Technical/Occupational courses	3 ___
Community Service courses	4 ___

③ **Currently Eastfield College offers some courses in local neighborhoods on an off-campus basis. At what level should this kind of activity be carried on in the future?**

5
- 1 ☐ Eliminate off-campus courses.
- 2 ☐ Cut back on off-campus courses.
- 3 ☐ Continue off-campus courses at the current level.
- 4 ☐ Expand off-campus offerings.

④ **If Eastfield College expands off-campus offerings, which kinds of offerings should be expanded? (Check as many as are appropriate.)**

University transfer courses	6 ___
Technical/Occupational courses	7 ___
Community Services courses	8 ___

⑤ If Eastfield College expands off-campus offerings, where would you like to see additional offerings?

____

____

____

⑥ How much have you heard about Eastfield College and the other colleges in the Dallas County Community College District?

1 = Nothing
2 = Little
3 = Some
4 = A lot

Brookhaven 9 ____
Cedar Valley 10 ____
Eastfield 11 ____
El Centro 12 ____
Mountain View 13 ____
North Lake 14 ____
Richland 15 ____

⑦ What is your rating of the quality of the three major types of programs at each of the Dallas County Community Colleges?

1 = I don't know.
2 = Poor
3 = Fair
4 = Good
5 = Excellent

Colleges	University Transfer	Technical/Occupational	Community Service
Brookhaven	16 ____	17 ____	18 ____
Cedar Valley	19 ____	20 ____	21 ____
Eastfield	22 ____	23 ____	24 ____
El Centro	25 ____	26 ____	27 ____
Mountain View	28 ____	29 ____	30 ____
North Lake	31 ____	32 ____	33 ____
Richland	34 ____	35 ____	36 ____

⑧ What kind of job do you feel Eastfield College is doing in the following areas?

1 = I don't know.
2 = Poor
3 = Fair
4 = Good
5 = Excellent

Giving students knowledge 37 ____
Motivating students to learn 38 ____
Helping students become involved in community activities 39 ____
Preparing students to go on to a four-year college 40 ____
Preparing students for a job 41 ____

⑨ Have you attended or made use of any of the following noncredit community services offered by Eastfield College?

		Yes 1	No 2
Film presentations	42	☐	☐
Lecture series	43	☐	☐
Concerts	44	☐	☐
Athletic facilities/activities	45	☐	☐
Meeting rooms	46	☐	☐
Other (specify)	47	☐	☐

⑩ Should the following services and programs currently provided by Eastfield College be expanded, stay the same, or be cut back?

1 = I don't know.
2 = Be expanded
3 = Stay the same
4 = Be cut back

Cultural activities for the community 48 ____
Academic counseling 49 ____
Job/career counseling 50 ____
Community services, noncredit courses 51 ____
Low cost child care for students 52 ____
Services for handicapped students 53 ____
Remedial education 54 ____

⑪ Have you taken, or are you presently taking a course at Eastfield College?

55
1 ☐ Yes
2 ☐ No

⑫ Are you aware that adults who don't have a high school diploma can take courses at Eastfield College?

56
1 ☐ Yes
2 ☐ No

⑬ If you were to take a course at Eastfield, which would you prefer? (Check as many as are appropriate.)

Informal courses of less than a semester	57	___
Classes broadcast on television	58	___
Evening classes	59	___
Saturday classes	60	___
General academic classes	61	___
Vocational educational classes	62	___
Other (specify) ______________	63	___

⑭ Which of the following makes it difficult for you to attend college at Eastfield? (Check as many as are appropriate.)

No baby sitter	64	___
No transportation	65	___
No time	66	___
I am not qualified.	67	___
I have enough education.	68	___
None of the subjects offered interests me.	69	___

ABOUT YOU

⑮ Please check your age category.

70
1 ☐ 16-20
2 ☐ 21-24
3 ☐ 25-34
4 ☐ 35-44
5 ☐ 45-54
6 ☐ 55-65
7 ☐ Over 65

Precinct Number ______
74-80

⑯ What is your sex?

71
1 ☐ Female
2 ☐ Male

⑰ With which of the following ethnic groups do you identify?

72
1 ☐ American Indian or Alaskan Native
2 ☐ Asian or Pacific Islander
3 ☐ Black
4 ☐ Hispanic (of Spanish origin)
5 ☐ White or Anglo
6 ☐ Other (specify) ______________

⑱ What is the total gross income for your household for the year 1977? Please include all income sources and check ONE category.

73
1 ☐ Less than $5,000
2 ☐ $5,000-$9,999
3 ☐ $10,000-$14,999
4 ☐ $15,000-$19,999
5 ☐ $20,000-$24,999
6 ☐ $25,000-$49,999
7 ☐ $50,000 or more

COMMENTS: ______________________________

____

____

____

If you wish to be contacted by an Eastfield representative concerning your responses to any of the above items, please write your name and phone number below:

____

____

____

Dear Survey Participant:

Two weeks ago we sent you a questionnaire soliciting your perception of the impact of Eastfield College. If you have returned the questionnaire, we appreciate your assistance. If you have not, we would appreciate it if you would do so as soon as possible. If you need an additional copy of the questionnaire, please call Mrs. Rita Nall at 746-3180.

Sincerely,

Byron McClenney

Byron McClenney
President

VALENCIA COMMUNITY COLLEGE
P.O. BOX 3028 ORLANDO, FLORIDA 32802

February, 1978

Dear Fellow Citizen:

Valencia Community College is in its eleventh year of service to our community. During the past decade, over 40,000 people in Orange and Osceola Counties have taken advantage of our college's services and programs. We know, therefore, that we have served a great number of people. We want to be sure, however, that we are offering the services and developing the programs that are of the most value to the citizens of our district.

Thus, the college is conducting a study of its impact on the community. We hope in this way to evaluate the effectiveness of the services we have offered in the past and are providing currently. We also hope to assess the current and future needs of our community so that we can continue to offer needed services and valuable programs. The college has received a grant from the National Center for Higher Education Management Systems in Boulder, Colorado, to conduct this survey.

We very much need your evaluations and suggestions as a citizen of our college district and of our community. Therefore, we are asking you to complete the enclosed questionnaire as soon as possible, and return it in the postage-paid envelope that is provided for your convenience.

The questionnaire asks for your reactions to and impressions of Valencia Community College and of the impact the college has had on you and on those you know. Questions range from how aware you may be of programs and services offered by Valencia to how you think the college could improve its programs and services.

Your responses to the questionnaire will be anonymous, but they will also be extremely important. You will be helping Valencia Community College become a more vital and positive force in the Central Florida area.

Thank you for taking your time and cooperating with us in this extremely significant enterprise.

Sincerely,

James F. Gollattscheck
President

Enclosures

VALENCIA
COMMUNITY COLLEGE
SURVEY OF CITIZENS

VALENCIA
COMMUNITY COLLEGE

National Center for Higher Education
Management Systems

ABOUT VALENCIA COMMUNITY COLLEGE

Valencia's mission is to provide comprehensive postsecondary education and lifelong learning opportunities that foster individual growth and community development.

① From the mission statement above, Valencia has developed eight specific objectives. For each of these eight objectives listed below, please indicate how well you feel Valencia is achieving each objective, using the following scale.

1 = Have no knowledge of
2 = Less than adequate
3 = Adequate
4 = More than adequate
5 = Excellent

To provide a two-year college transfer degree program 1 ___
To provide career programs that will prepare the student for gainful employment in the community upon completion of an Associate in Science degree 2 ___

To provide guidance and counseling services for all students. These services shall be available to day and evening students and shall be organized to assist the students in a self-evaluation and in making appropriate decisions dealing with personal, academic, and career planning 3 ___

To provide continuing education courses, programs, and activities to meet the needs of the community in the areas of vocational training, cultural and recreational activities and to upgrade professional skills as requested by the citizens of the college district 4 ___

To provide basic and developmental programs to give students needing academic assistance a greater chance for success 5 ___

To provide as a community service, cultural, recreational, and personal improvement programs designed to meet individual needs and interests 6 ___

To provide educational leadership, especially in the improvement of instruction, in research, and in curriculum 7 ___

To provide an additional cultural center for the community 8 ___

② **Please indicate how well you feel Valencia is achieving its purpose.**

9
1 ☐ Have no knowledge of
2 ☐ Less than adequate
3 ☐ Adequate
4 ☐ More than adequate
5 ☐ Excellent

③ Valencia offers several types of educational programs. Please check (√) each program area you were aware of before reading this questionnaire.

Courses that can be transferred to a four-year college 10 ___

Career and occupational courses and programs 11 ___

Continuing education courses and programs to give skill training and professional upgrading 12 ___

General academic courses and programs 13 ___

④ **Have you or a member of your household enrolled in a course or program at Valencia during the last five years?**

14
1 ☐ No (Skip to Question 7)
2 ☐ Yes

⑤ **Please check (√) the type of course(s) or programs(s) in which you or a member of your household were enrolled.**

Courses that can be transferred to a four-year college 15 ___

Career and occupational courses leading to a degree 16 ___

Continuing education courses and programs to give skill training and professional upgrading 17 ___

Academic courses for personal interest 18 ___

⑥ **How satisfied were you or a member of your household with your educational experience(s) at Valencia?**

19
1 ☐ Extremely dissatisfied
2 ☐ Dissatisfied
3 ☐ Satisfied
4 ☐ Extremely satisfied

⑦ Please check (√) the boxes that describe how Valencia courses or programs have helped (a) you and (b) other persons you know.

Impacts of Valencia	(a) Myself	(b) Others I Know
Increased chances to qualify for a new job	20 ☐	21 ☐
Improved chances for salary increase	22 ☐	23 ☐
Increased chances for a job promotion	24 ☐	25 ☐
Improved human relations skills	26 ☐	27 ☐
Improved knowledge and skills related to a job	28 ☐	29 ☐
Increased knowledge and skills	30 ☐	31 ☐
Provided a personal experience with the academic community	32 ☐	33 ☐
Increased opportunities for recreation and leisure activities	34 ☐	35 ☐
Increased awareness of community problems	36 ☐	37 ☐
Increased opportunities for participation in volunteer organizations	38 ☐	39 ☐
Increased opportunities for personal development and growth	40 ☐	41 ☐
Increased opportunities for participation in cultural activities	42 ☐	43 ☐
Other benefits (please specify) ______	44 ☐	45 ☐

⑧ A variety of Valencia facilities is available to students and the community. Please check (√) each of the facilities you have (a) known about or (b) used or visited.

Facility	(a) Known About	(b) Used or Visited
Library (Learning Resources Center)	46 ☐	47 ☐
Career Development Center	48 ☐	49 ☐
Exhibition Gallery	50 ☐	51 ☐
Tennis Courts	52 ☐	53 ☐
Baseball Field	54 ☐	55 ☐
Food Service	56 ☐	57 ☐
Learning Laboratories	58 ☐	59 ☐
Dental Hygiene Clinic	60 ☐	61 ☐
Meeting Rooms	62 ☐	63 ☐
Other Facility (please specify) ______	64 ☐	65 ☐

⑨ Which of the following services and resources offered by Valencia have (a) you or (b) a member of your household used? Please check (√) all that apply. If you have not used any service or resource, SKIP to Question 12.

Service/Resource	(a) Myself	(b) Member of Household
Conferences and Seminars	1 ☐	2 ☐
Workshops	3 ☐	4 ☐
Job Placement Services	5 ☐	6 ☐
Financial Aid Services	7 ☐	8 ☐
Counseling Services	9 ☐	10 ☐
Services for the Handicapped	11 ☐	12 ☐
Services and Resources for the Aging and Retired	13 ☐	14 ☐
Foreign Student Services	15 ☐	16 ☐
Assessment and Testing Services	17 ☐	18 ☐
Tutorial Services	19 ☐	20 ☐
Dental Hygiene Services	21 ☐	22 ☐
Cultural Events (plays, art exhibits, etc.)	23 ☐	24 ☐
Food Services	25 ☐	26 ☐
Internship and Field Placement Services	27 ☐	28 ☐
Referral for Special Assistance (e.g., medical referral, legal referral)	29 ☐	30 ☐
Consultation Services (faculty/staff)	31 ☐	32 ☐
Other Service (please specify) ______	33 ☐	34 ☐

⑩ Have you used any of the services or resources checked above within the past 12 months?

35
- 1 ☐ Yes
- 2 ☐ No

⑪ In general, how satisfied were you with the services or resources checked in Question 9?

36
- 1 ☐ Extremely dissatisfied
- 2 ☐ Dissatisfied
- 3 ☐ Satisfied
- 4 ☐ Extremely satisfied

⑫ **How have you learned about the educational courses, programs, services, and facilities offered by Valencia? Check (√) all that apply.**

This questionnaire	37	___
Valencia faculty and staff	38	___
Valencia students and former students	39	___
Radio	40	___
Newspaper	41	___
Television	42	___
Newsletters	43	___
Friends and relatives	44	___
People you work with	45	___
Other major sources (please specify)	46	___

____

____

⑬ **Listed below are the locations of Valencia Community College. Please check (√) your awareness of each location.**

		Yes 1	No 2
West Campus (Kirkman Road)	47	☐	☐
East Campus (Econlockhatchee Trail)	48	☐	☐
Central Administration and Open Campus Headquarters (1 West Church Street)	49	☐	☐

⑭ **Please check (√) your age category.**

50
- 1 ☐ Under 18
- 2 ☐ 18-24
- 3 ☐ 25-34
- 4 ☐ 35-49
- 5 ☐ 50-62
- 6 ☐ 63 and over

⑮ **Are you:**

51
- 1 ☐ Married
- 2 ☐ Not married

⑯ **What is your sex?**

52
- 1 ☐ Female
- 2 ☐ Male

⑰ **What is your racial/ethnic background? Please check (√) only ONE.**

53
- 1 ☐ American Indian or Alaskan Native
- 2 ☐ Asian or Pacific Islander
- 3 ☐ Black
- 4 ☐ Of Spanish Origin
- 5 ☐ White
- 6 ☐ Non-resident Alien

⑱ **What is the annual income of your total household? Please include all income sources and persons, and check (√) ONE category.**

54
- 1 ☐ Less than $10,000 per year
- 2 ☐ $10,000-$14,999 per year
- 3 ☐ $15,000-$19,999 per year
- 4 ☐ $20,000-$24,999 per year
- 5 ☐ $25,000-$29,999 per year
- 6 ☐ $30,000 and over per year

⑲ **How would transportation considerations affect a decision on your part to attend Valencia Community College?**

55
- 1 ☐ Transportation would not be a problem.
- 2 ☐ Transportation problems would prevent me from attending the College.

⑳ **If transportation is a problem, which of the following solutions would be helpful? Check (√) all that apply.**

Public bus service	56	___
Car pools	57	___
Bicycle trails	58	___
Courses taught in centers close to my home	59	___
Other (please specify ___________	60	___

____

㉑ If you checked public bus service as a possible solution to transportation needs, please indicate how much of the time you would use each of the following types of service, according to this scale:

1 = Never
2 = Seldom
3 = Some of the time
4 = All of the time

A route from my neighborhood to the College 61 ___
A route from my neighborhood to downtown Orlando and then a transfer route to the College 62 ___
A route from downtown Orlando to the College 63 ___
I would need bus service in the daytime. 64 ___
I would need bus service in the evening 65 ___

㉒ Would care of children affect a decision on your part to attend Valencia Community College?

66
1 ☐ Child care would not be a problem.
2 ☐ Child care problems would prevent me from attending the College.

㉓ If child care is a problem, which of the following solutions would be helpful? Check (✓) all that apply.

A child care center with reasonable rates on the campus 67 ___
Courses offered at different times of the day 68 ___
A co-op day care center in which I could work in exchange for child care 69 ___
Courses offered during the weekend 70 ___

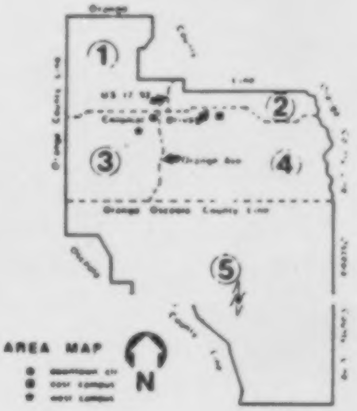
㉔ Using the map given below, identify by zone where you live and work.

(a) Live

71
1 ☐ Zone 1 } Orange County
2 ☐ Zone 2 } Orange County
3 ☐ Zone 3 } Orange County
4 ☐ Zone 4 } Orange County
5 ☐ Zone 5 – Osceola County
6 ☐ Other (please specify) ___________

(b) Work

72
1 ☐ Zone 1 } Orange County
2 ☐ Zone 2 } Orange County
3 ☐ Zone 3 } Orange County
4 ☐ Zone 4 } Orange County
5 ☐ Zone 5 – Osceola County
6 ☐ Other (please specify) ___________



Survey of Civic Leaders

Kalamazoo Valley Community College

6767 West O Avenue / Kalamazoo Michigan 49009 / 616 375 5000

March, 1977

Dear

You are invited to be my guest at a luncheon to be held at Kalamazoo Valley Community College on March 29, 1977, at 12:00 noon in room 4006. At that time we will discuss with you and other civic leaders your perceptions of KVCC's impact on the community.

The college is currently engaged in a cooperative research study with the National Center for Higher Education Management Systems, an independent, nonprofit organization located in Boulder, Colorado. The purpose of the study is to better understand some of the important impacts KVCC has had on students and the community, so that we can more effectively plan programs, services, and facilities.

Enclosed you will find a short questionnaire regarding your evaluation of KVCC. Please complete this questionnaire and bring it with you to the luncheon.

During the luncheon, the results of the questionnaires sent out to you and other civic leaders will be quickly hand-tabulated by our research specialists. Although no individual responses will be identified, the trends for the entire group will be projected on a screen for everyone to view and analyze. This should provide the basis for a lively discussion on how KVCC has affected the community and how we might further improve our programs and services.

Thank you for your continuing interest in KVCC. Your contribution is needed and will be greatly appreciated. Please let me know right away if you can participate by calling me at 375-5000, extension 200.

Sincerely,

Dale B. Lake
President

Enclosure

BOARD OF TRUSTEES

Alex VanderBeek, Jr. *Chairman* · Roberta S. Cheney *Vice Chairman* · Anna Whitten *Secretary* · Paul D. Jackson *Treasurer* · Dominic B. Leonardelli *Trustee* · Owen B. Middleton *Trustee* · Richard R. VanVranken *Trustee*

KALAMAZOO VALLEY COMMUNITY COLLEGE

CIVIC LEADERS—GROUP INTERVIEWS

Date ____________

Time ____________

1. What significant differences has KVCC made in the Greater Kalamazoo community over the last 10 years?

2. What kinds of impacts has KVCC made on the following community groups?

   a. employers in the area

   b. community service agencies

   c. local and state government agencies

   d. other educational institutions

   e. the general community

3. In your view, what is the image of KVCC in the community?

4. To what extent do you feel the College is doing a good job in serving the community?

5. To what extent do you feel the community is aware of the courses, services, and resources (e.g., the College facilities) offered by KVCC?

6. In what ways or areas might the College be more responsive to the educational needs of the community?

7. What types of courses and services ought the College emphasize over the next five years?

KALAMAZOO VALLEY COMMUNITY COLLEGE

Survey of Civic Leaders

Name____________________

In this short survey, we are interested in your opinions about the impact Kalamazoo Valley Community College is having on the Greater Kalamazoo community.

1. In general, how do you feel KVCC is serving the Greater Kalamazoo community?
    ____1. Very poorly
    ____2. Below average
    ____3. Average
    ____4. Above average
    ____5. Excellent

2. Name two things you feel KVCC is *doing well!*

    1.

    2.

3. Name two things you feel KVCC is *not doing well!*

    1.

    2.

4. Are there educational needs in the Kalamazoo community which you feel KVCC should be attempting to meet but is not meeting at the present time?
    ____1. Yes
    ____2. No
    If yes, what are they?

About KVCC:

The overall purpose of KVCC is to provide educational programs and services as needed by the residents of the Greater Kalamazoo community beyond the high-school level. The education and training provided by KVCC are intended to help students obtain the knowledge and skills needed for educational and occupational career advancement, personal development, and recreational enjoyment.

5. Given this overall purpose of KVCC, how well is KVCC achieving this goal?

____1. Very poor job
____2. Less than satisfactory job
____3. Satisfactory job
____4. More than satisfactory job
____5. Excellent job

Please bring this completed questionnaire with you to our meeting.

Survey of Educators

Kalamazoo Valley Community College

6767 West O Avenue / Kalamazoo, Michigan 49009 / (616) 375-5000

Dear Fellow Educator:

The enclosed questionnaire is part of a major study Kalamazoo Valley Community College (KVCC) is undertaking in order to better understand some of the important impacts its programs, services, and facilities are having on students and the local community, which, of course, includes other educational institutions in the area. The study is being carried out jointly by KVCC staff and the National Center for Higher Education Management Systems, an independent, nonprofit organization located in Boulder, Colorado.

The purpose of this particular questionnaire is to collect information from other area educators so that KVCC can learn how well its programs, services, and facilities are meeting their needs and expectations. Based on the information you provide in the questionnaire, KVCC will be in a better position to more effectively plan its programs, services, and facilities.

The questionnaire is brief, and your response to it is extremely important to our study. The responses you provide will be treated confidentially, but for analysis purposes, please identify your institution or school district on the questionnaire. For your information, a summary report of the total community impact study will be available in August, 1977.

We would appreciate it if you would complete the questionnaire, and using the enclosed pre-paid envelope, please return it by

Respectfully,

Dale B. Lake
President

BOARD OF TRUSTEES

[illegible] Chairman
[illegible] Vice Chairman
[illegible] Secretary
[illegible] Treasurer
Dominic B. Leonardelli Trustee
Owen B. Middleton Trustee
Richard R. VanVranken Trustee

Note: Your responses will be kept confidential.

Kalamazoo Valley Community College Survey of Educators

National Center for Higher Education Management Systems

ABOUT KVCC:

The overall purpose of KVCC is to provide educational programs and services as needed by the residents of the Greater Kalamazoo community beyond the high school level. The education and training provided by KVCC are intended to help students obtain the knowledge and skills needed for educational and occupational career advancement, personal development, and recreational development.

① **Given this overall purpose of KVCC, how well do you feel KVCC is achieving this goal?**

1 1 ☐ Very poor job
2 ☐ Less than satisfactory job
3 ☐ Satisfactory job
4 ☐ More than satisfactory job
5 ☐ Excellent job

② **Are there educational needs in the Greater Kalamazoo community you feel KVCC should be attempting to meet, but is not meeting at the present time?**

2 1 ☐ Yes
2 ☐ No

If yes, what are they? ______________________

____

③ **In general, how do you feel KVCC is serving the Greater Kalamazoo community?**

3 1 ☐ Very poor job
2 ☐ Less than satisfactory job
3 ☐ Satisfactory job
4 ☐ More than satisfactory job
5 ☐ Excellent job

④ ABOUT KVCC'S IMPACT ON YOU *AS AN EDUCATOR:*

Listed below are a number of services/facilities which are viewed by KVCC as being of potential use to educators in the community for carrying out their professional responsibilities.

For each service/facility listed below, please indicate:

1.) Your awareness of the services/facilities available to aid you in your work as an educator.
2.) If you *have used* the service/facility in performing your professional responsibilities.
3.) Your *satisfaction* with the service/facility *if used* for this purpose.

Were you satisfied—if used?
Have you used it?
Are you aware of this service/facility?

Service/Facility	Yes No 1 2	Yes No 1 2	Yes No 1 2
1. In-service conferences, seminars, or workshops	4☐ ☐	5☐ ☐	6☐ ☐
2. KVCC staff as a resource available to you at your school	7☐ ☐	8☐ ☐	9☐ ☐
3. KVCC staff as a resource available to you on KVCC's campus	10☐ ☐	11☐ ☐	12☐ ☐
4. Meeting room facilities	13☐ ☐	14☐ ☐	15☐ ☐
5. Recreational/athletic facilities	16☐ ☐	17☐ ☐	18☐ ☐
6. Food services	19☐ ☐	20☐ ☐	21☐ ☐
7. Auditorium facilities	22☐ ☐	23☐ ☐	24☐ ☐
8. Television studio facilities	25☐ ☐	26☐ ☐	27☐ ☐
9. Other ________	28☐ ☐	29☐ ☐	30☐ ☐

⑤ Could KVCC be more responsive in helping you:

ⓐ Serve your students?

31 1☐ Yes
2☐ No

If yes, in what ways?

____

____

____

ⓑ With your work responsibilities?

32 1☐ Yes
2☐ No

If yes, in what ways?

____

____

____

ABOUT YOU:

⑥ **How many *years of experience* do you have *as an educator?***

________________ years
33-34

⑦ **How many *years of experience* do you have *as an educator in the Greater Kalamazoo community?***

________________ years
35-36

⑧ **Age:**

1☐ 18-24
2☐ 25-34
37 3☐ 35-49
4☐ 50-62
5☐ 63 and over

9 **Sex:**

38 1☐ Female
2☐ Male

⑩ **Name:** ________________________
39-42

⑪ **Position:** ________________________
43

(Your name is requested for followup purposes only. All responses will remain confidential.)

⑫ **Employer:**

ⓐ If K-12 school system

Please check the school district which employs you:

1☐ Climax/Scotts
2☐ Comstock
3☐ Galesburg/Augusta
4☐ Gull Lake
44-45 5☐ Kalamazoo
6☐ Mattawan
7☐ Parchment
8☐ Portage
9☐ Schoolcraft
10☐ Vicksburg

Please check level:

1☐ Elementary
2☐ Junior High
46 3☐ High School
4☐ Other

ⓑ If college or university

Please check employer:

1☐ Kalamazoo College
47 2☐ Nazareth College
3☐ Western Michigan University

THANK YOU FOR YOUR HELP!

Kalamazoo Valley Community College

6767 West O Avenue / Kalamazoo Michigan 49009 / (616) 375-5000

Dear Fellow Educator:

Two weeks ago we mailed a questionnaire to you in an attempt to obtain your opinions about the programs, services, and facilities offered by Kalamazoo Valley Community College. If, for any reason, you did not return yours, or perhaps misplaced it, we are enclosing another questionnaire for you.

Your opinions are very important to us, and we really need your help.

Once again, thank you for your time and cooperation in this important project.

Sincerely,

Dale B. Lake
President

IF YOU HAVE ALREADY FILLED OUT THE QUESTIONNAIRE, PLEASE DISREGARD THIS REQUEST.

BOARD OF TRUSTEES

Alex VanderBeek, Jr. *Chairman*
Roberta S. Cheney *Vice Chairman*
Anna Whitten *Secretary*
Paul D. Jackson *Treasurer*
Dominic B. Leonardelli *Trustee*
Owen B. Middleton *Trustee*
Richard R. VanVranken *Trustee*

VALENCIA COMMUNITY COLLEGE
P.O. BOX 3028 ORLANDO, FLORIDA 32802

December, 1977

Dear Colleague:

Valencia Community College has been selected by the National Center for Higher Education Management Systems (NCHEMS) as one of three community colleges in the country to be awarded support in an attempt to determine the extent of its impact on the community it serves.

Orange County Public Schools are working with Valencia by inviting you, as a concerned educator, to complete the enclosed "Survey of Educators" and return it in the enclosed envelope. Valencia will use the confidential information you provide to enhance the postsecondary educational opportunities to the Central Florida community.

Your time and effort in assisting Valencia Community College will be greatly appreciated.

Sincerely,

James F. Gollattscheck
President
Valencia Community College

L. Linton Deck, Jr.
District Superintendent
Orange County Public Schools

Enclosure

NOTE: Your responses will be kept confidential.

VALENCIA COMMUNITY COLLEGE SURVEY OF EDUCATORS

VALENCIA
COMMUNITY COLLEGE

National Center for Higher Education
Management Systems

ABOUT VALENCIA

Valencia's mission is to provide comprehensive postsecondary education and lifelong learning opportunities that foster individual growth and community development.

① **From the mission statement above, Valencia has developed eight specific objectives. For each of these eight objectives listed below, please indicate how well you feel Valencia is achieving each objective.**

ⓐ **To provide a two-year college transfer degree program.**

1 ☐ have no knowledge of
2 ☐ less than adequate
1 3 ☐ adequate
4 ☐ more than adequate
5 ☐ excellent

ⓑ **To provide career programs that will prepare the student for gainful employment in the community upon completion of an Associate in Science degree.**

1 ☐ have no knowledge of
2 ☐ less than adequate
2 3 ☐ adequate
4 ☐ more than adequate
5 ☐ excellent

ⓒ **To provide guidance and counseling services for all students. These services shall be available to day and evening students and shall be organized to assist the students in a self-evaluation and in making appropriate decisions dealing with personal, academic, and career planning.**

1 ☐ have no knowledge of
2 ☐ less than adequate
3 3 ☐ adequate
4 ☐ more than adequate
5 ☐ excellent

ⓓ To provide continuing education courses, programs, and activities to meet the needs of the community in the areas of vocational training, cultural and recreational activities and to upgrade professional skills as requested by the citizens of the college district.

1 ☐ have no knowledge of
2 ☐ less than adequate
4 3 ☐ adequate
4 ☐ more than adequate
5 ☐ excellent

ⓔ To provide basic and developmental programs to give students needing academic assistance a greater chance for success.

1 ☐ have no knowledge of
2 ☐ less than adequate
5 3 ☐ adequate
4 ☐ more than adequate
5 ☐ excellent

ⓕ To provide as a community service, cultural, recreational, and personal improvement programs designed to meet individual needs and interests.

1 ☐ have no knowledge of
2 ☐ less than adequate
6 3 ☐ adequate
4 ☐ more than adequate
5 ☐ excellent

ⓖ To provide educational leadership, especially in the improvement of instruction, in research, and in curriculum.

1 ☐ have no knowledge of
2 ☐ less than adequate
7 3 ☐ adequate
4 ☐ more than adequate
5 ☐ excellent

ⓗ To provide an additional cultural center for the community.

1 ☐ have no knowledge of
2 ☐ less than adequate
8 3 ☐ adequate
4 ☐ more than adequate
5 ☐ excellent

② In general, how do you feel Valencia is serving the community?

1 ☐ have no knowledge of
2 ☐ less than adequate
9 3 ☐ adequate
4 ☐ more than adequate
5 ☐ excellent

③ Are there educational needs in Osceola/Orange County that you feel Valencia should be attempting to meet, but is not meeting at the present time?

10 1 ☐ yes
2 ☐ no

If yes, what are they? ____________________

____

____

____

VALENCIA'S LOCATIONS

④ Listed below are the locations of the different campuses of Valencia. For each location listed below, please indicate your awareness of the location.

	yes 1	no 2	
11	☐	☐	West Campus (Kirkman Road)
12	☐	☐	East Campus (Econlockhatchee Tr.)
13	☐	☐	Open Campus Headquarters (1 West Church Street)

ABOUT VALENCIA'S IMPACT ON YOU AS AN EDUCATOR

⑤ Listed below are a number of services/facilities which are viewed by Valencia as being of potential use to educators in the community for carrying out their professional responsibilities.

For each service/facility listed below, please indicate:

1. Your awareness of the service/facility available to aid you in your work as an educator.
2. If you have used the service/facility in performing your professional responsibilities.
3. Your satisfaction with the service/facility if used for this purpose.

Were you satisfied—if used?

Have you used it?

Are you aware of this service/facility?

Service/Facility		Yes 1	No 2		Yes 1	No 2		Yes 1	No 2
a. Availability of courses for extension of teaching certificate	14	☐	☐	15	☐	☐	16	☐	☐
b. Career Education Center	17	☐	☐	18	☐	☐	19	☐	☐
c. Testing Center	20	☐	☐	21	☐	☐	22	☐	☐
d. Meeting Room Facilities	23	☐	☐	24	☐	☐	25	☐	☐
e. Recreational/Athletic Facilities	26	☐	☐	27	☐	☐	28	☐	☐
f. Food Service Facilities	29	☐	☐	30	☐	☐	31	☐	☐
g. In-Service Conferences, Seminars, or Workshops	32	☐	☐	33	☐	☐	34	☐	☐
h. Valencia staff as a resource	35	☐	☐	36	☐	☐	37	☐	☐
i. Courses in your neighborhood, TV, Newspaper, etc.	38	☐	☐	39	☐	☐	40	☐	☐
j. Continuing Education opportunities	41	☐	☐	42	☐	☐	43	☐	☐

⑥ Is Valencia adequately helping you:

ⓐ Serve your students?

44 1 ☐ yes
2 ☐ no

If no, how could it be improved?

____

____

ⓑ With your work responsibilities?

45 1 ☐ yes
2 ☐ no

If no, how could it be improved?

____

____

ⓒ With your professional growth?

46 1 ☐ yes
2 ☐ no

If no, how could it be improved?

____

____

⑦ If you had the opportunity, would you refer students to Valencia?

47 1 ☐ yes
2 ☐ no

ABOUT YOU

⑧ What is your present position?

48
1 ☐ Teacher
2 ☐ Counselor
3 ☐ Administrator
4 ☐ Other

⑨ How many years of experience do you have as an educator?

49
1 ☐ less than 3
2 ☐ 4-6
3 ☐ 7-10
4 ☐ 11-15
5 ☐ over 15

⑩ How many years of experience do you have as an educator in Orange/Osceola County?

1 ☐ less than 3
2 ☐ 4-6
50 3 ☐ 7-10
4 ☐ 11-15
5 ☐ over 15

⑪ Age:

1 ☐ 18-24
2 ☐ 25-34
51 3 ☐ 35-49
4 ☐ 50-62
5 ☐ 63 and over

⑫ Sex:

52 1 ☐ Female
2 ☐ Male

⑬ Race/Ethnic Indentification:

1 ☐ American Indian or Alaskan Native
2 ☐ Asian or Pacific Islander
53 3 ☐ Black
4 ☐ Of Spanish Origin
5 ☐ White

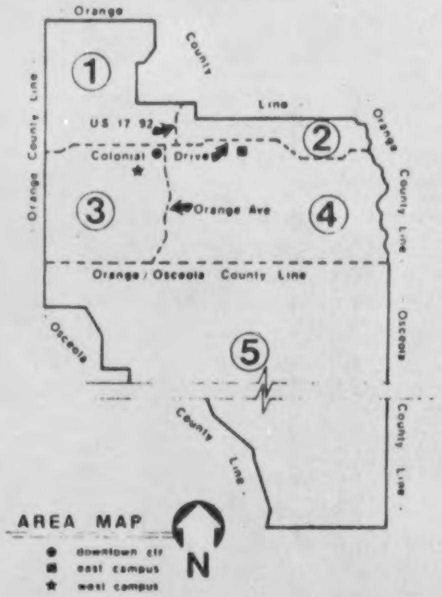
⑭ Employer:

Please check level of instruction:

1 ☐ elementary
54 2 ☐ junior high/middle school
3 ☐ high school
4 ☐ other

Please indicate system:

1 ☐ Orange County
55 2 ☐ Osceola County
3 ☐ Private


Orange County Line
Orange County Line
Orange County Line
US 17 92
Colonial Drive
Orange Ave
Orange / Osceola County Line
Osceola County Line
Osceola County Line
①
②
③
④
⑤
AREA MAP
● downtown ctr
■ east campus
★ west campus
N

⑮ Using the map, indicate the area in which you live and work.

ⓐ Live

1 ☐ one
2 ☐ two } Orange County
3 ☐ three
56 4 ☐ four
5 ☐ five – Osceola County
6 ☐ other ____________

ⓑ Work

1 ☐ one
2 ☐ two } Orange County
3 ☐ three
57 4 ☐ four
5 ☐ five – Osceola County
6 ☐ other ____________

THANK YOU FOR YOUR HELP!

Survey of Employers

Kalamazoo Valley Community College

6767 West O Avenue / Kalamazoo Michigan 49009 / 616 375 5000

Dear Employer:

The attached questionnaire is part of a major study Kalamazoo Valley Community College (KVCC) is undertaking in order to better understand some of the important impacts its programs, services, and facilities are having on students and the local community, which, of course, includes local employers. The study is being carried out jointly by staff from KVCC and from the National Center for Higher Education Management Systems, an independent, nonprofit, research and development organization located in Boulder, Colorado.

The purpose of this particular questionnaire is to collect information from local employers so KVCC can learn how well its programs, services, and facilities are meeting their needs and expectations. Based on the information you provide in the questionnaire, KVCC will be in a better position to more effectively plan its programs, services, and facilities.

The questionnaire is brief, and your response to it is extremely important to our study. The responses you provide will be treated confidentially. For your information, a summary report of the total community impact study will be available in August, 1977.

Once you complete the questionnaire, please return it in the enclosed pre-stamped envelope. We would like to have your questionnaire by

Thank you very much for your help.

Respectfully,

Dale B. Lake
President

Enclosures

BOARD OF TRUSTEES

Alex VanderBeek Jr. Chairman · Roberta S. Cheney Vice Chairman · Anna Whitten Secretary · Paul D. Jackson Treasurer · Dominic B. Leonardelli Trustee · Owen B. Middleton Trustee · Richard R. VanVranken Trustee

Note: Your responses will be kept confidential

Kalamazoo Valley Community College

Community Impact Study

Survey of Employers

1966

National Center for Higher Education Management Systems

ABOUT KVCC:

The overall purpose of KVCC is to provide educational programs and services as needed by the residents of the Greater Kalamazoo community beyond the high school level. The education and training provided by KVCC are intended to help students obtain the knowledge and skills needed for educational and occupational career advancement, personal development, and recreational development.

① **Given this overall purpose of KVCC, how well do you feel KVCC is achieving this goal?**

1☐Very poor job
2☐Less than satisfactory job
10 3☐Satisfactory job
4☐More than satisfactory job
5☐Excellent job

② **Are there educational needs in the Greater Kalamazoo community you feel KVCC should be attempting to meet, but is not meeting at the present time?**

11 1☐Yes
2☐No

If yes, what are they? ____________
____

③ **In general, how do you feel KVCC is serving the Greater Kalamazoo community?**

1☐Very poor job
2☐Less than satisfactory job
12 3☐Satisfactory job
4☐More than satisfactory job
5☐Excellent job

ABOUT KVCC'S IMPACT ON YOU *AS AN EMPLOYER:*

④ **Listed below are a number of services/facilities which are viewed by KVCC as being of potential use to various employers.**

For each service/facility listed below, please indicate:

1). **Your *awareness* of the services /facilities available to aid you.**
2.) **If you *have used* the service/ facility.**
3.) **Your *satisfaction* with the service/facility *if used.***

Service/Facility	Are you aware of this service/facility? Yes 1	No 2	Have you used it? Yes 1	No 2	Were you satisfied—if used? Yes 1	No 2
1. Conferences, seminars, or workshops	13 ☐	☐	14 ☐	☐	15 ☐	☐
2. Job placement services	16 ☐	☐	17 ☐	☐	18 ☐	☐
3. Food services	19 ☐	☐	20 ☐	☐	21 ☐	☐
4. Internship & field placement services	22 ☐	☐	23 ☐	☐	24 ☐	☐
5. Consultation services by KVCC faculty/staff	25 ☐	☐	26 ☐	☐	27 ☐	☐
6. Exhibition gallery	28 ☐	☐	29 ☐	☐	30 ☐	☐
7. Recreational/ athletic facilities	31 ☐	☐	32 ☐	☐	33 ☐	☐
8. Auditorium facilities	34 ☐	☐	35 ☐	☐	36 ☐	☐
9. Meeting room facilities	37 ☐	☐	38 ☐	☐	39 ☐	☐
10. Other-please specify: ____________ ____________	40 ☐	☐	41 ☐	☐	42 ☐	☐

⑤ **Does your organization presently employ persons who have taken courses at Kalamazoo Valley Community College?**

1☐Yes
43 2☐No (SKIP to question 8)
3☐Not sure (SKIP to question 8)

⑥ **Were these courses related to their present job?**

1☐Yes
44 2☐No (SKIP to Question 8)
3☐Not sure (SKIP to question 8)

⑦ **How would you rate the quality of training these employees received at KVCC?**

1☐Poor
2☐Fair
45 3☐Good
4☐Excellent

Comments: ____________________
____
____
____

⑧ **Are there specific kinds of training KVCC could offer which would provide knowledge and skills needed by your employees?**

46 1☐Yes
2☐No

If YES, please specify what kinds of training you need: ____________
____

ABOUT YOU AND YOUR ORGANIZATION:

⑨ **Title of your position:** ____________

____________________ 47

⑩ **In your organization, what is the approximate number of:**

Full-time employees ________ 48-51

Part-time employees ________ 52-55

Comments: ____________________

____

____

____

Thank you for your help!

Kalamazoo Valley Community College

6767 West O Avenue / Kalamazoo Michigan 49009 / 616 375-5000

Dear Employer:

Approximately two weeks ago you received a questionnaire dealing with your opinions about the programs, services, and facilities offered by Kalamazoo Valley Community College. If, for any reason, you did not return yours, or perhaps misplaced it, we are enclosing another questionnaire for you.

Your opinions are very important to us, and we really need your help. If you have already filled out this questionnaire, we thank you very much and ask that you disregard this second request.

Once again, thank you for your time and cooperation in this important project.

Sincerely yours,

Dale B. Lake
President

Enclosures

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Eastfield College
3737 Motley Dr.
Mesquite, Texas 75150

A SURVEY OF LOCAL EMPLOYERS ABOUT THE IMPACT OF EASTFIELD COLLEGE

Dear Employer:

Eastfield offers educational programs designed to match the community's manpower requirements with the ambitions and goals of the student. In order to continue this realistic approach to education, we need input from local industry, business, and public agencies. Won't you take a few minutes to complete this questionnaire? Our goal is to meet your needs.

Thank you for your help.

Sincerely,

Byron McClenney

Byron McClenney
President

① **What is your general impression of Eastfield College?**

1 ☐ I am not familiar with Eastfield College.
2 ☐ Poor
1 3 ☐ Fair
4 ☐ Good
5 ☐ Outstanding

② **Do you feel Eastfield College has made an impact on business and industry in the community?**

2 1 ☐ Yes
2 ☐ No

③ **Have your employees taken courses at Eastfield College?**

1 ☐ Yes
3 2 ☐ No
3 ☐ I don't know.

④ **Were the courses taken by your employees at Eastfield College job related?**

1 ☐ Yes
4 2 ☐ No
3 ☐ I don't know.

⑤ **Which type of course was taken by your employees at Eastfield College?**

1 ☐ College credit
5 2 ☐ Community service
3 ☐ Both credit and community service
4 ☐ I don't know.

National Center for Higher Education
Management Systems

⑥ What is your rating of the quality of the courses taken at Eastfield College?

1 ☐ Poor
2 ☐ Fair
6 3 ☐ Good
4 ☐ Excellent
5 ☐ I don't know.

⑦ Are you aware that your employees may be able to earn college credit while on the job through the Eastfield College Co-op program?

7 1 ☐ Yes
2 ☐ No

⑧ Are you aware that in addition to the College transfer program, Eastfield offers the following training programs?

		Yes 1	No 2
Graphic Arts	8	☐	☐
Drafting and Design	9	☐	☐
Secretarial Careers	10	☐	☐
Air Conditioning/Refrigeration	11	☐	☐
Transportation	12	☐	☐
Automotive Body	13	☐	☐
Mid-Management	14	☐	☐
Welding	15	☐	☐
Digital Electronics	16	☐	☐
Accounting	17	☐	☐
Automotive	18	☐	☐

⑨ Could Eastfield offer specific kinds of training needed by your employees?

19 1 ☐ Yes
2 ☐ No

If yes, please specify: ____________________

____

____

____

⑩ Would you like to schedule training programs through Eastfield College for your employees at your facility?

20 1 ☐ Yes
2 ☐ No

If yes, please specify: ____________________

____

____

____

⑪ What is the name of your company or organization?

____

____

____

____

⑫ **What is your position title?**

____

____

____

⑬ **In your organization, what is the approximate number of:**

Full-time employees ______ 21-24

Part-time employees ______ 25-28

COMMENTS: _______________________________

____

____

____

____

____

____

____

____

VALENCIA COMMUNITY COLLEGE
P.O. BOX 3028 ORLANDO, FLORIDA 32802

February, 1978

Dear Employer:

Valencia Community College has been selected by the National Center for Higher Education Management Systems (NCHEMS) as one of three community colleges in the country to be awarded support in an attempt to determine the extent of its impact on the community it serves. As a part of the study, the college is surveying citizens, students, educators, government agencies, civic groups, and employers in Orange and Osceola counties.

As an employer in our college district, your assessment and evaluation of Valencia Community College is needed. Therefore, we are asking you to complete the enclosed questionnaire and return it in the postage-paid envelope provided for your convenience.

Your time and effort in assisting Valencia Community College is greatly appreciated.

Sincerely,

James F. Gollattscheck
President
Valencia Community College

Enclosure

Dear Survey Participant:

Two weeks ago we sent you a questionnaire soliciting your perception of the impact of Eastfield College. If you have returned the questionnaire, we appreciate your assistance. If you have not, we would appreciate it if you would do so as soon as possible. If you need an additional copy of the questionnaire, please call Mrs. Rita Nall at 746-3180.

Sincerely,

Byron McClenney

Byron McClenney
President

VALENCIA COMMUNITY COLLEGE SURVEY OF EMPLOYERS

VALENCIA
COMMUNITY COLLEGE

National Center for Higher Education
Management Systems

ABOUT VALENCIA COMMUNITY COLLEGE

Valencia's mission is to provide comprehensive postsecondary education and lifelong learning opportunities that foster individual growth and community development.

① **From the mission statement above, Valencia has developed eight specific objectives. For each of these eight objectives listed below, please indicate how well you feel Valencia is achieving each objective, using the following scale.**

1 = Have no knowledge of
2 = Less than adequate
3 = Adequate
4 = More than adequate
5 = Excellent

To provide a two-year college transfer degree program 1 ___

To provide career programs that will prepare the student for gainful employment in the community upon completion of an Associate in Science degree 2 ___

To provide guidance and counseling services for all students. These services shall be available to day and evening students and shall be organized to assist the students in a self-evaluation and in making appropriate decisions dealing with personal, academic, and career planning 3 ___

To provide continuing education courses, programs, and activities to meet the needs of the community in the areas of vocational training, cultural and recreational activities and to upgrade professional skills as requested by the citizens of the college district 4 ___

1 continued

To provide basic and developmental programs to give students needing academic assistance a greater chance for success 5 ____

To provide as a community service, cultural, recreational, and personal improvement programs designed to meet individual needs and interests 6 ____

To provide educational leadership, especially in the improvement of instruction, in research, and in curriculum 7 ____

To provide an additional cultural center for the community 8 ____

② In general, how do you feel Valencia Community College is serving the community?

9
1 ☐ Have no knowledge of
2 ☐ Less than adequate
3 ☐ Adequate
4 ☐ More than adequate
5 ☐ Excellent

③ Are there educational needs in Osceola/Orange County that you feel Valencia Community College should be attempting to meet, but is not meeting at the present time?

10
1 ☐ Yes
2 ☐ No

If yes, what are they: ____________________

____

____

____

VALENCIA'S LOCATIONS

④ Listed below are the locations of the different campuses of Valencia Community College. For each location listed, please indicate your awareness of the location.

		Yes 1	No 2
West Campus (Kirkman Road)	11	☐	☐
East Campus (Econlockhatchee Trail)	12	☐	☐
Open Campus Headquarters (1 West Church Street)	13	☐	☐

⑤ Listed below are a number of services/facilities which are viewed by Valencia Community College as being of potential use to various employers. For each service/facility listed below, please indicate:

1. Your awareness of the availability of the service/facility
2. If you have used the service/facility
3. Your satisfaction with the service/facility, if used

Service/Facility	Are you aware? Yes 1	No 2	Have you used it? Yes 1	No 2	Were you satisfied, if used? Yes 1	No 2
Career Development Counseling	14 ☐	☐	15 ☐	☐	16 ☐	☐
Conferences, Seminars, or Workshops	17 ☐	☐	18 ☐	☐	19 ☐	☐
Consultation Services by Valencia Faculty/Staff	20 ☐	☐	21 ☐	☐	22 ☐	☐
Internships, Co-op, Clinical Pracitce	23 ☐	☐	24 ☐	☐	25 ☐	☐
Job Placement Services	26 ☐	☐	27 ☐	☐	28 ☐	☐
Library, Learning Resources	29 ☐	☐	30 ☐	☐	31 ☐	☐
Meeting Room Facilities	32 ☐	☐	33 ☐	☐	34 ☐	☐

⑥ **Does your organization presently employ persons who have taken courses at Valencia Community College?**

1 ☐ Yes
35 2 ☐ No (Skip to Question 9)
3 ☐ Not sure (Skip to Question 9)

⑦ **Were these courses related to their present job?**

1 ☐ Yes
36 2 ☐ No (Skip to Question 9)
3 ☐ Not sure (Skip to Question 9)

⑧ **How would you rate the quality of training these employees received at Valencia Community College?**

1 ☐ Have no knowledge of
2 ☐ Less than adequate
37 3 ☐ Adequate
4 ☐ More than adequate
5 ☐ Excellent

Comments: ____________________
____
____

⑨ **Are there specific kinds of training Valencia Community College could offer which would provide knowledge and skills needed by your employees?**

38 1 ☐ Yes
2 ☐ No

If yes, please specify what kinds of training we could provide: ____________
____
____

ABOUT YOU AND YOUR ORGANIZATION

⑩ **In your organization, what is the approximate number of employees?**

Full-time ____________________ [39-43]
Part-time ____________________ [44-48]

⑪ **Please check (√) the number of years your organization has been located in Central Florida.**

1 ☐ 1-3 years
2 ☐ 4-6 years
49 3 ☐ 7-10 years
4 ☐ 11-20 years
5 ☐ 21 years or more

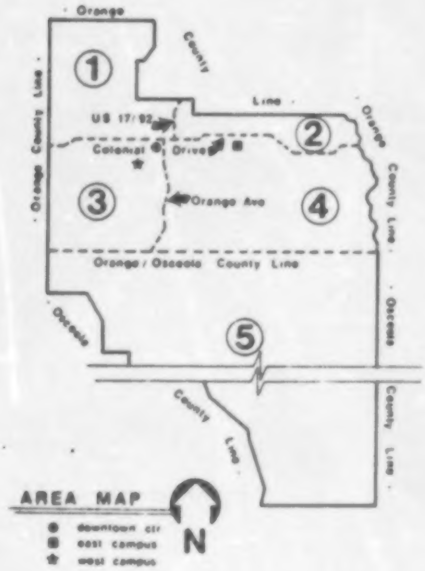
⑫ **Please indicate the category in which your organization would be classified:**

1 ☐ Construction
2 ☐ Finance, Insurance, Real Estate
3 ☐ Health Care Delivery
4 ☐ Hotel and Motel, Restaurant
50 5 ☐ Manufacturing
6 ☐ Retailing
7 ☐ Services
8 ☐ Transportation, Communication
9 ☐ Utilities
10 ☐ Other (Please specify) ____________
____
____
____

⑬ Using the map, indicate the major area in which your organization is located.

51
1 ☐ One
2 ☐ Two
3 ☐ Three
4 ☐ Four } Orange County
5 ☐ Five — Osceola County
6 ☐ Other ________________

____


Orange County Line
Orange County Line
Orange County Line
US 17/92
Colonial Drive
Orange Ave
Orange / Osceola County Line
Osceola County Line
Osceola County Line
①
②
③
④
⑤
AREA MAP
● downtown ctr
■ east campus
★ west campus
N

Dear Employer,

Valencia Community College recently sent a survey to you. Thank you for your cooperation if you have already responded. If not, we hope you will take a moment to fill it out and return it to us. If by chance you have lost your copy, please give us a call and we will send another. We are anxious to hear from you! Call 299-5000, extension 262.

Sincerely,

James F Gollattscheck

James F. Gollattscheck,
President
Valencia Community College

Survey of Faculty and Staff

National Center for Higher Education Management Systems

WESTERN INTERSTATE COMMISSION FOR HIGHER EDUCATION
P.O. Drawer P Boulder, Colorado 80302 (303) 492-7264
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Director

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April 6, 1977

The National Center for Higher Education Management Systems (NCHEMS), an independent, nonprofit organization located in Boulder, Colorado, is conducting a community impact study in cooperation with Kalamazoo Valley Community College. This research study is designed to provide KVCC information to improve its programs and services as well as help NCHEMS develop a community impact study model for community colleges.

The general theme for the study seeks to answer the question: "What impact does KVCC have on the community?" Several major groups from the community are being asked questions about the College's impact. Since you are a member of one of these major groups, we need to know how you, as a member of the KVCC staff, impact upon the community.

Please let me emphasize that your responses are extremely important to the study. Also, please note that your responses will be treated as confidential information and will be reported in summary form only.

Please return your completed questionnaire in the enclosed, prepaid envelope by April 20, 1977.

Thank you for your time and cooperation.

Sincerely yours,

Sidney S. Micek, Ph.D.
Senior Staff Associate

SSM:jb
enclosures

NOTE: Your responses will be kept confidential.

Kalamazoo Valley Community College Faculty-Staff Survey

ABOUT KVCC:

① *The overall purpose of Kalamazoo Valley Community College is to provide educational programs and services as needed by the residents of the Greater Kalamazoo community beyond the high school level. The education and training provided by KVCC are intended to help students obtain the knowledge and skills needed for educational and occupational career advancement, personal development, and recreational enjoyment.*

Given this overall purpose of KVCC, how well is KVCC achieving this goal?

1- 1 ____ Very poor job
2 ____ Less than satisfactory job
3 ____ Satisfactory job
4 ____ More than satisfactory job
5 ____ Excellent job

② **Are there educational needs in the Greater Kalamazoo community that you feel KVCC should be attempting to meet, but is not meeting at the present time?**

2- 1 ____ Yes
2 ____ No

If yes, what are they? ____________________

____

③ **In general, how well do you feel KVCC is serving the community?**

3- 1 ____ Very poor job
2 ____ Less than satisfactory job
3 ____ Satisfactory job
4 ____ More than satisfactory job
5 ____ Excellent job

NATIONAL CENTER FOR HIGHER EDUCATION
MANAGEMENT SYSTEMS

ABOUT YOUR CONTRIBUTIONS TO THE COMMUNITY:

④ **As a faculty or staff member of KVCC, have you given any of your time to community service activities such as consulting, art exhibits, lectures, or seminars for the public?**

4- 1 ___ Yes
2 ___ No

⑤ **If you answered yes to question 4, please indicate in the spaces provided the types of community service activities in which you were involved in the past year. Also give the approximate number of persons (other than those employed by KVCC) who either participated in or were served by the activity.**

Name/description of community service you provided	*Approximate number of persons [not employed by KVCC] who participated in or were served by this activity**

ABOUT YOU:

⑥ **Please check (✓) your age category.**

5- 1 ___ Under 18
2 ___ 18-24
3 ___ 25-34
4 ___ 35-49
5 ___ 50-62
6 ___ 63 and over

⑦ **Are you**

6- 1 ___ Married
2 ___ Not married

⑧ **What is your sex?**

7- 1 ___ Male
2 ___ Female

⑨ **How many miles do you live from KVCC?**

8- 1 ___ 5 miles or less
2 ___ 6 to 10 miles
3 ___ 11 to 25 miles
4 ___ 26 or more miles

⑩ **How many persons in your home are dependent upon you for board, room, etc.?**

9- 1 ___ Only myself
2 ___ One other person
3 ___ Two other persons
4 ___ Three other persons
5 ___ Four other persons
6 ___ Five or more other persons

⑪ **Do you:**

10- 1 ___ Rent apartment
2 ___ Rent home
3 ___ Own home
4 ___ Other ______________________
(please specify)

⑫ **How many of your children under the age of 18 years attend schools and colleges in the Greater Kalamazoo community?**

11- 1 ___ None
2 ___ One
3 ___ Two
4 ___ Three
5 ___ Four
6 ___ Five
7 ___ Six or more

⑬ **What is the highest level of education you have completed?**

12- 1 ___ Eighth grade or less
2 ___ Some high school
3 ___ High school graduate
4 ___ Some college
5 ___ Bachelor's Degree
6 ___ Master's Degree
7 ___ Doctor's Degree
8 ___ Other ______________________
(please specify)

⑭ **Please estimate your *average monthly expenditures* in the local community for the following:**

	(please fill in estimated monthly dollar amount)	
a. Rent or house payment	______	13-16
b. Utilities (water, gas, electric, telephone, garbage)	______	17-19
c. Food and beverages	______	20-22
d. Real estate taxes	______	23-25
e. Automobile (payments, repairs, gas, insurance)	______	26-28
f. Charitable donations	______	29-31
g. Clothing (purchase, cleaning)	______	32-34
h. Entertainment	______	35-37
i. Furniture, large appliances, etc.	______	38-40
j. Health (doctors, hospital, dental, insurance)	______	41-43
k. Insurance (other than car or health)	______	44-46
l. Magazines and newspapers	______	47-49
m. Personal items (such as jewelry, toilet goods, etc.)	______	50-52

This follow-up code will be removed upon receipt of the form.

55-58

⑮ **In what year were you first employed at KVCC?** ______ 53-54

THANK YOU FOR YOUR HELP!

Eastfield College
3737 Motley Dr.
Mesquite, Texas 75150

A SURVEY OF FACULTY MEMBERS ABOUT THE IMPACT OF EASTFIELD COLLEGE

Dear Faculty Member:

One of Eastfield's goals is to foster creativity and flexibility in its programs and services. One of Eastfield's objectives is to make maximum use of its faculty and facilities.

Your response to this questionnaire will assist us in planning for the future of the college. Thank you for your help.

Sincerely,

Byron McClenney

Byron McClenney
President

National Center for Higher Education
Management Systems

① **In general, how do you feel about Eastfield College?**

1 ☐ It is not the place for me.
1 2 ☐ It is a fairly good place for me.
3 ☐ It is a very good place for me.

② **What is your opinion of Eastfield's enrollment?**

1 ☐ Too big
2 2 ☐ Too small
3 ☐ About right

③ **What is your rating of each of the following?**

1 = Poor
2 = Fair
3 = Good
4 = Excellent

Personal relations among faculty 3 ___
The academic reputation of Eastfield outside of the institution 4 ___
Effectiveness of college council 5 ___
Eastfield's intellectual environment 6 ___
The college administration's leadership 7 ___
Faculty/student relations 8 ___
Effectiveness of Eastfield in meeting the educational needs of the community 9 ___

④ **Do you discourage students from seeing you outside your regular office hours?**

1 ☐ Yes, almost always
10 2 ☐ Yes, but with many exceptions
3 ☐ No

⑤ **How many times during the past two weeks have you met with students in the following capacities (count only conversations of 10-15 minutes or more)?**

5 (Continued)

1 = not at all
2 = one or two times
3 = three or four times
4 = five or more times

Discussing intellectual or academic matters 11 ___
Giving basic information and advice 12 ___
Helping consider matters relative to future careers 13 ___
Helping resolve disturbing emotional problems 14 ___
Discussing a campus issue or problem 15 ___

⑥ **Rank the following educational goals according to:**

(a) their importance to you
(b) your understanding of what Eastfield expects of you

Use numbers 1 through 6, where 1 = most important.

	(a)	(b)
Provide students with broad liberal education	16 ___	17 ___
Prepare students with knowledge and skills directly applicable to chosen occupation	18 ___	19 ___
Prepare students for further formal education	20 ___	21 ___
Provide students with self-knowledge and personal identity	22 ___	23 ___
Provide students with knowledge of and interest in community and world problems	24 ___	25 ___
Provide students with an understanding and mastery of special body of knowledge	26 ___	27 ___

⑦ **What is your level of agreement or disagreement with the following statements?**

1 = Strongly agree
2 = Agree with reservations
3 = Disagree with reservations
4 = Strongly disagree

Opportunity for higher education should be available to anyone who wants it. 28 ___
Dallas County Community College District has taken a clear stand in support of academic freedom. 29 ___
College rules here are generally administered in a reasonable way. 30 ___
Undergraduate education in America would be improved if:
  all courses were elective 31 ___
  grades were abolished 32 ___
  course work were more relevant to contemporary life and problems 33 ___
  more attention were paid to the emotional growth of students 34 ___
Most students are mature enough to be given more responsibility for their own educational programs 35 ___
Most students are basically satisfied with the education they are getting 36 ___

⑧ **In the courses you teach, do you use the following teaching practices?**

1 = Never
2 = Sometimes
3 = Usually

Lecture to class	37 ___
Use detailed notes	38 ___
Use multi-media	39 ___
Use individualized assignments	40 ___
Encourage students to pursue own interests	41 ___
Judge students' performance in relation to set standards	42 ___
Make class attendance optional	43 ___
Give unannounced tests	44 ___
Take precautions to prevent cheating	45 ___
Communicate enthusiasm	46 ___
Make course content relevant	47 ___
Challenge students intellectually	48 ___

⑨ **Have you ever attended a junior or community college as a student?**

49
1 ☐ Yes
2 ☐ No

⑩ **How long have you been employed at Eastfield College?**

50
1 ☐ 4-7 years
2 ☐ 2-3 years
3 ☐ 1 year or less

⑪ **What is the total gross income for your household for 1977?**

51
1 ☐ Less than $5,000
2 ☐ $5,000-9,999
3 ☐ $10,000-$14,999
4 ☐ $15,000-$19,999
5 ☐ $20,000-$24,999
6 ☐ $25,000-$49,999
7 ☐ $50,000 or more

⑫ **What is your sex?**

52
1 ☐ Female
2 ☐ Male

⑬ **With which of the following ethnic groups do you identify?**

53
1 ☐ American Indian
2 ☐ Black/Negro
3 ☐ Caucasian
4 ☐ Chicano/Mexican-American
5 ☐ Filipino
6 ☐ Other (specify)________________

⑭ **Please provide any additional comments or suggestions which you feel would help improve Eastfield College.**

____
____
____
____
____

National Center for Higher Education Management Systems
P.O. Drawer P Boulder, Colorado 80302 (303) 492-7264
an affirmative action/equal opportunity employer

BEN LAWRENCE
Executive Director

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California Postsecondary Education Commission

EX OFFICIO MEMBERS
DOUGLAS CONNER
Chairperson, National Advisory Council
JAMES W. WHITE
Chairperson-Elect, National Advisory Council

February 17, 1978

Dear

The National Center for Higher Education Management Systems (NCHEMS), an independent, nonprofit organization located in Boulder, Colorado, is conducting a community impact study in cooperation with Valencia Community College. This research study is designed to provide Valencia information to improve its programs and services as well as help NCHEMS develop a community impact study model for community colleges.

The general theme for the study seeks to answer the question: "What impact does Valencia have on the community?" Several major groups from the community are being asked questions about the College's impact. Since you are a member of one of these major groups, we need to know how you, as a member of the Valencia faculty, impact upon the community.

Please let me emphasize that your responses are extremely important to the study. Also, please note that your responses will be treated as confidential information and will be reported in summary form only.

Please return your completed questionnaire in the enclosed, prepaid envelope by March 6, 1978.

Thank you for your time and cooperation.

Sincerely yours,

Frank Armijo, Ph.D.
Senior Staff Associate

FA:vo

Enclosures

VALENCIA
COMMUNITY COLLEGE

MEMORANDUM

February 15, 1978

TO: All Valencia Faculty and Staff

FROM: James F. Gollattscheck

Within a few days, a Faculty-Staff survey from the National Center for Higher Education Management Systems in Boulder, Colorado, may arrive in the mail at your home. The survey is one instrument to be used by Valencia to assess its impact on the community and to develop the composite image of the college within the total community. Other surveys will be sent to target groups of students, employers, social agencies, civic leaders, and selected citizen groups. Before you receive your copy of the Faculty-Staff survey, I want to take this opportunity to explain Valencia's participation in the community impact study.

The college's participation with NCHEMS and two other community colleges--Kalamazoo Valley Community College in Kalamazoo, Michigan, and Eastfield College in Dallas, Texas--in a pilot study of the three colleges' impacts on their communities will represent both a benefit and a contribution. The benefit, of course, is the comprehensive measure we will gain of our impact on the community, as well as a rather thorough study of how the community perceives us. The contribution that all three community colleges will make, through NCHEMS, is the formation of a model for other community colleges to use in conducting their own impact studies.

The survey instrument that you may receive from NCHEMS was developed by a task force of faculty, administration, and career service employees. It is to be filled out anonymously and returned to Boulder, Colorado, in the envelope attached to the form. Our college will receive a composite report of your responses, but no individual form will be examined by anyone from Valencia. The thrust of the faculty-staff part of the study is to determine broad trends and large areas of the impact of the college on one particular segment of the community: the college's faculty and staff.

Your honest, candid responses will assure the survey's accurate assessment of the college's impact on the constituency with which it is most intimately involved. Thank you for your cooperation.

VALENCIA
COMMUNITY COLLEGE
SURVEY OF FACULTY/STAFF

VALENCIA
COMMUNITY COLLEGE

National Center for Higher Education
Management Systems

You are requested to complete this survey anonymously and return it directly to the NCHEMS office in the enclosed envelope. Only summary data will be returned to the College. After information from the survey is transferred to computer files, all the individual surveys will be destroyed by the NCHEMS staff in Boulder, Colorado.

ABOUT VALENCIA COMMUNITY COLLEGE

Valencia's mission is to provide comprehensive postsecondary education and lifelong learning opportunities that foster individual growth and community development.

① From the mission statement above, Valencia has developed eight specific objectives. For each of these eight objectives listed below, please indicate how well you feel Valencia is achieving each objective, using the following scale.

1 = Have no knowledge of
2 = Less than adequate
3 = Adequate
4 = More than adequate
5 = Excellent

To provide a two-year college transfer degree program 1 ___

To provide career programs that will prepare the student for gainful employment in the community upon completion of an Associate in Science degree 2 ___

To provide guidance and counseling services for all students. These services shall be available to day and evening students and shall be organized to assist the students in a self-evaluation and in making appropriate decisions dealing with personal, academic, and career planning 3 ___

1 continued

To provide continuing education courses, programs, and activities to meet the needs of the community in the areas of vocational training, cultural and recreational activities and to upgrade professional skills as requested by the citizens of the college district 4 ____

To provide basic and developmental programs to give students needing academic assistance a greater chance for success 5 ____

To provide as a community service, cultural, recreational, and personal improvement programs designed to meet individual needs and interests 6 ____

To provide educational leadership, especially in the improvement of instruction, in research, and in curriculum 7 ____

To provide an additional cultural center for the community 8 ____

② **In general, how do you feel Valencia Community College is serving the community?**

1 ☐ Have no knowledge of
2 ☐ Less than adequate
9 3 ☐ Adequate
4 ☐ More than adequate
5 ☐ Excellent

③ **Are there educational needs in Osceola/Orange County that you feel Valencia Community College should be attempting to meet, but is not meeting at the present time?**

10 1 ☐ Yes
2 ☐ No

If yes, what are they: ____________________

____

ABOUT YOU AT VALENCIA

④ **What is your primary duty area? Please check (√) only one category.**

1 ☐ Faculty (classroom teaching)
2 ☐ Faculty (non-classroom)
11 3 ☐ Career Service
4 ☐ Administration

⑤ **In your official capacity at the College, how frequently do you work directly with students?**

1 ☐ Daily
2 ☐ Often
12 3 ☐ Seldom
4 ☐ Almost never

⑥ **What is the location of your main work assignment?**

1 ☐ East Campus
2 ☐ Open Campus
13 3 ☐ West Campus
4 ☐ Downtown Center
5 ☐ Other (please specify) ____________________

____

⑦ **How many years have you been employed at Valencia?**

1 ☐ 0-3 years
14 2 ☐ 4-6 years
3 ☐ 7 or more years

⑧ **What is the highest level of formal education you have completed?**

1 ☐ Eighth grade or less
2 ☐ Some high school
3 ☐ High school graduate
4 ☐ Some college
15 5 ☐ Associate degree
6 ☐ Bachelor's degree
7 ☐ Master's degree
8 ☐ Doctor's degree
9 ☐ Other (please specify) ____________________

⑨ **What is your sex?**

16 1 ☐ Female
2 ☐ Male

⑩ **What is your age?**

1 ☐ Under 18
2 ☐ 18-24
3 ☐ 25-34
17 4 ☐ 35-49
5 ☐ 50-59
6 ☐ 60 or over

⑪ **What is your racial/ethnic background?**

1 ☐ American Indian or Alaskan Native
2 ☐ Asian or Pacific Islander
18 3 ☐ Black
4 ☐ Of Spanish Origin
5 ☐ White

⑫ **How many children do you have who attend a school or college in the Orange/Osceola district?**

1 ☐ None
2 ☐ One
3 ☐ Two
19 4 ☐ Three
5 ☐ Four
6 ☐ Five
7 ☐ Six or more

⑬ **How many pre-school age children do you have?**

1 ☐ None
2 ☐ One
3 ☐ Two
20 4 ☐ Three
5 ☐ Four
6 ☐ Five
7 ☐ Six or more

⑭ **What is your individual monthly gross income from Valencia?**

1 ☐ Under $500
2 ☐ $500-$999
21 3 ☐ $1,000-$1,499
4 ☐ $1,500-$1,999
5 ☐ $2,000 or more

⑮ **What is your monthly household gross income from all sources?**

1 ☐ Under $500
2 ☐ $500-$999
22 3 ☐ $1,000-$1,499
4 ☐ $1,500-$2,499
5 ☐ $2,500-$3,499
6 ☐ $3,500 or more

⑯ **Approximately how much does your household spend each month in the following categories?**

Housing (including utilities, homeowner's insurance) ______ 23-26
Food ______ 27-29
Other retail purchases ______ 30-32
Health care (including doctors, drugs, insurance) ______ 33-35
Transportation (including insurance) ______ 36-38
Life Insurance ______ 39-41
Savings ______ 42-44
Charitable contributions ______ 45-47

ABOUT YOU AS A MEMBER OF THE VALENCIA COMMUNITY

⑰ **How do you think people feel about you because you work at the College?**

1 ☐ They respect me more.
48 2 ☐ It makes no difference.
3 ☐ They respect me less.

⑱ How do you feel when you are identified as an employee of Valencia?

49
1 ☐ I like it.
2 ☐ I am indifferent.
3 ☐ I do not like it.

⑲ How do you perceive the work environment at Valencia in terms of your personal and professional growth?

50
1 ☐ Nurturing, supporting, encouraging
2 ☐ Neutral
3 ☐ Prohibiting, restricting, discouraging

⑳ What impact has your employment at Valencia had on your sense of your own worth?

51
1 ☐ A very positive impact
2 ☐ A positive impact
3 ☐ A negative impact
4 ☐ A very negative impact

㉑ Are you glad you work at Valencia?

52
1 ☐ Yes
2 ☐ No

ABOUT YOU AS A MEMBER OF THE CENTRAL FLORIDA COMMUNITY

㉒ Do you give any of your time to voluntary community service activities, such as consulting, art exhibits, lectures, civic organizations, etc.?

53
1 ☐ Yes
2 ☐ No

If your answer to Question 22 was "No," you have completed the survey. Thank you very much for your time.

If your answer to Question 22 was "Yes," please answer the remaining questions to complete the survey. Thank you very much for your time.

㉓ About how many hours per month do you devote to this voluntary community service?

54
1 ☐ 1-4 hours
2 ☐ 5-10 hours
3 ☐ 11-16 hours
4 ☐ Over 16 hours (Please specify approximate number ______.)

㉔ Please indicate the number of organizations in each of the following categories to which you devote active service.

Civic or fraternal clubs	55 ____
Churches	56 ____
Professional organizations	57 ____
Special interest organizations	58 ____

㉕ Please check (√) the areas listed below in which you do volunteer work.

Cultural	59 ____
Environmental	60 ____
Elderly	61 ____
Governmental	62 ____
Health agencies and/or hospitals	63 ____
Professional/occupational	64 ____
Recreation	65 ____
Schools	66 ____
Youth agencies	67 ____

Survey of Feeder School Faculty Members and Counselors

Eastfield College
3737 Motley Dr.
Mesquite, Texas 75150

A SURVEY OF FEEDER SCHOOL FACULTY MEMBERS AND COUNSELORS ABOUT THE IMPACT OF EASTFIELD COLLEGE

Dear Faculty Members:

Eastfield has the responsibility of being sensitive to changing student needs, and must adapt readily to meet those needs. As one who has direct contact with students on a secondary level, we would like to know your perceptions of the needs of those students.

Thank you for your help.

Sincerely,

Byron McClenney

Byron McClenney
President

National Center for Higher Education Management Systems

① **What is your level of agreement or disagreement with the following statements?**

1 = Strongly agree
2 = Agree with reservations
3 = Disagree with reservations
4 = Strongly disagree

A four-year college is better academically than a community college. 1 ___
Community colleges turn out "technicians" who are not well-rounded people. 2 ___
Courses at four-year colleges are harder than similar courses at community colleges. 3 ___
Teachers at community colleges are as qualified as their counterparts at four-year colleges. 4 ___

② **Have you ever attended a junior college or community college as a student?**

5 1 ☐ Yes
2 ☐ No

③ **How much have you heard about Eastfield College and the other colleges in the Dallas County Community College District?**

1 = Nothing
2 = Little
3 = Some
4 = A lot

Brookhaven 6 ___
Cedar Valley 7 ___
Eastfield 8 ___
El Centro 9 ___
Mountain View 10 ___
North Lake 11 ___
Richland 12 ___

④ **What is your rating of the quality of the three major types of programs at each of the Dallas County Community Colleges?**

1 = I don't know.
2 = Poor
3 = Fair
4 = Good
5 Excellent

Colleges	University Transfer	Technical/Occupational	Community Service
Brookhaven	13 ___	14 ___	15 ___
Cedar Valley	16 ___	17 ___	18 ___
Eastfield	19 ___	20 ___	21 ___
El Centro	22 ___	23 ___	24 ___
Mountain View	25 ___	26 ___	27 ___
North Lake	28 ___	29 ___	30 ___
Richland	31 ___	32 ___	33 ___

⑤ **What is your rating of each of the following?**

1 = I don't know.
2 = Poor
3 = Fair
4 = Good
5 = Excellent

The academic reputation of Eastfield College 34 ___
Eastfield's intellectual environment 35 ___
The college administration's leadership 36 ___
Eastfield's relationship with the community 37 ___

⑥ **How effective is Eastfield College in assisting students in making the transition from high school to college?**

38
1 ☐ I don't know.
2 ☐ Poor
3 ☐ Fair
4 ☐ Good
5 ☐ Excellent

⑦ **What kind of job do you feel Eastfield College is doing in the following areas?**

1 = I don't know.
2 = Poor
3 = Fair
4 = Good
5 = Excellent

Giving students knowledge 39 ___
Motivating students to learn 40 ___
Helping students become involved in community activities 41 ___
Preparing students for jobs 42 ___
Preparing students for transfer to four-year colleges and universities 43 ___

⑧ **Many people pursue education for various reasons. How would you rank the following in order of importance to students?**

1 = Of no importance
2 = Of little importance
3 = Moderately important
4 = Very important

Intellectual growth (ability to understand and use concepts and principles) 44 ___
Social growth (understanding people and their views) 45 ___
Cultural growth (awareness and appreciation of the arts) 46 ___
Educational growth (preparation for further education) 47 ___
Professional growth (preparation for employment) 48 ___
Personal growth (ability to make decisions, acceptance of one's self) 49 ___

⑨ **Are you aware that Eastfield offers the following services and/or programs?**

		Yes 1	No 2
Recreational facilities for the community	50	☐	☐
Lecture series	51	☐	☐
Job career counseling	52	☐	☐
Musical activities, concerts	53	☐	☐
Technical/occupational courses	54	☐	☐
Cultural activities for the community	55	☐	☐
Academic counseling	56	☐	☐
Various short courses, seminars, workshops, and conferences	57	☐	☐
Student employment	58	☐	☐
Personal counseling	59	☐	☐
Financial aid for students	60	☐	☐
Services for handicapped students	61	☐	☐
Film presentations	62	☐	☐
College/university transfer courses	63	☐	☐
Associate of Arts or Science degrees	64	☐	☐

⑩ **Have you ever attended or made use of any of the above listed services and/or programs?**

65
1 ☐ Yes
2 ☐ No

⑪ **Which represents your age category?**

66
1 ☐ 20-24
2 ☐ 25-34
3 ☐ 35-44
4 ☐ 45-54
5 ☐ 55-64
6 ☐ 65 and over

⑫ **What is the total gross income for your household for 1977?**

67
1 ☐ Less than $5,000
2 ☐ $5,000-$9,999
3 ☐ $10,000-$14,999
4 ☐ $15,000-$19,999
5 ☐ $20,000-$24,999
6 ☐ $25,000-$49,999
7 ☐ $50,000 or more

⑬ **What is your sex?**

68
1 ☐ Female
2 ☐ Male

⑭ **With which of the following ethnic groups do you identify?**

69
1 ☐ American Indian or Alaskan Native
2 ☐ Asian or Pacific Islander
3 ☐ Black
4 ☐ Hispanic (of Spanish origin)
5 ☐ White or Anglo
6 ☐ Other (specify)

⑮ **What is your occupation?**

70
1 ☐ Counselor
2 ☐ Teacher
3 ☐ Counselor *and* teacher

⑯ **Please write any comments or suggestions below:**

Survey of Graduating Seniors

Eastfield College
3737 Motley Dr.
Mesquite, Texas 75150

A SURVEY OF GRADUATING SENIORS' VIEWS ABOUT THE IMPACT OF EASTFIELD COLLEGE

Dear Senior:

We hope that you will be enrolling at Eastfield in the very near future. If so, we would like to be sure that we provide the type of educational experience you deserve. If you choose not to enroll at Eastfield, your input will be valuable in our assessment of the institution.

Thank you for your help.

Sincerely,

Byron McClenney

Byron McClenney
President

National Center for Higher Education Management Systems

① Are you currently enrolled in a college course or program?

1 1 ☐ Yes
2 ☐ No

② Do you plan to attend college anytime within the next year?

2 1 ☐ Yes
2 ☐ No

③ Are you aware that high school seniors may enroll in a course at Eastfield College before they graduate from high school?

3 1 ☐ Yes
2 ☐ No

④ Has a representative from Eastfield College ever been to your school?

4 1 ☐ Yes
2 ☐ No

⑤ Would you attend a session held at your school concerning information about Eastfield College?

5 1 ☐ Yes
2 ☐ No

⑥ How much have you heard about the Colleges in the Dallas County Community College District?

1 = Nothing
2 = Little
3 = Some
4 = A lot

Brookhaven	6 ____
Cedar Valley	7 ____
Eastfield	8 ____
El Centro	9 ____
Mountain View	10 ____
North Lake	11 ____
Richland	12 ____

⑦ **Which of the following have you talked with about going to college? (Check all that apply.)**

13 ☐ I have not talked with anyone.
14 ☐ Parents
15 ☐ Relatives other than parents
16 ☐ High school counselor
17 ☐ Eastfield counselor
18 ☐ Eastfield students
19 ☐ Friends
20 ☐ Other (specify) ____________________
____

⑧ **Which of the following has provided you with information concerning Eastfield College? (Check all that apply.)**

21 ☐ I have received no information concerning Eastfield.
22 ☐ Members of my family
23 ☐ Friends not attending Eastfield College
24 ☐ Friends attending, or previously enrolled at Eastfield College
25 ☐ High school teachers
26 ☐ High school counselors
27 ☐ Eastfield counselors
28 ☐ Eastfield faculty
29 ☐ Personal visit to Eastfield College
30 ☐ Other (specify) ____________________
____

⑨ **Which of the following have encouraged you to attend a college other than Eastfield College? (Check all that apply.)**

31 ☐ Parents
32 ☐ Relatives other than parents
33 ☐ High school counselor
34 ☐ Eastfield counselor
35 ☐ Eastfield students
36 ☐ Friends
37 ☐ Other (specify) ____________________
____

⑩ **What is your level of agreement or disagreement with the following statements?**

1 = Strongly agree
2 = Agree with reservations
3 = Disagree with reservations
4 = Strongly disagree

A four-year college is better than a community college. 38 ___
Community colleges turn out "technicians" who are not well-rounded people. 39 ___
Courses at four-year colleges are harder than similar courses at community colleges. 40 ___
Teachers at community colleges are as qualified as teachers at four-year colleges. 41 ___

⑪ **What kind of job do you feel Eastfield College is doing in the following areas?**

1 = I don't know.
2 = Poor
3 = Fair
4 = Good
5 = Excellent

Giving students knowledge 42 ___
Motivating students to learn 43 ___
Helping students become involved in community activities 44 ___
Preparing students to go on to a four-year college or university 45 ___
Preparing students for a job 46 ___

⑫ **Which high school do you attend?**

1 ☐ Mesquite
2 ☐ North Mesquite
3 ☐ Bryan Adams
4 ☐ Bishop Lynch
5 ☐ Lakeview
47-48 6 ☐ Lincoln
7 ☐ Madison
8 ☐ Samuel
9 ☐ South Garland
10 ☐ Skyline
11 ☐ Woodrow Wilson

⑬ **What is your current overall grade average?**

1 ☐ A
49 2 ☐ B
3 ☐ C
4 ☐ D

⑭ **What is your sex?**

50 1 ☐ Female
2 ☐ Male

⑮ **With which of the following ethnic groups do you identify?**

1 ☐ American Indian or Alaskan Native
2 ☐ Asian or Pacific Islander
3 ☐ Black
51 4 ☐ Hispanic (of Spanish origin)
5 ☐ White or Anglo
6 ☐ Other (specify) ____________________
____

⑯ **What is the total gross income for your household for 1977?**

1 ☐ Less than $5,000
2 ☐ $5,000-$9,999
52 3 ☐ $10,000-$14,999
4 ☐ $15,000-$19,999
5 ☐ $20,000-$24,999
6 ☐ $25,000-$49,999
7 ☐ $50,000 or more

Comments: ____________________
____
____
____
____

Survey of Social Service Agency Administrators

Kalamazoo Valley Community College

6767 West O Avenue / Kalamazoo Michigan 49009 / 616 375 5000

March, 1977

Dear

You are invited to be my guest at a breakfast to be held at Kalamazoo Valley Community College on March 29, 1977, at 7:45 a.m. in room 4006. At that time we will discuss with you and other social agency directors your perceptions of KVCC's impact on the community.

The college is currently engaged in a cooperative research study with the National Center for Higher Education Management Systems, an independent, nonprofit organization located in Boulder, Colorado. The purpose of the study is to better understand some of the important impacts KVCC has had on students and the community, so that we can more effectively plan programs, services, and facilities.

Enclosed you will find a short questionnaire regarding your evaluation of KVCC. Please complete this questionnaire and bring it with you to the breakfast.

During the breakfast, the results of the questionnaires sent out to you and other social agency directors will be quickly hand-tabulated by our research specialists. Although no individual responses will be identified, the trends for the entire group will be projected on a screen for everyone to view and analyze. This should provide the basis for a lively discussion on how KVCC has affected the community and how we might further improve our programs and services.

Thank you for your continuing interest in KVCC. Your contribution is needed and will be greatly appreciated. Please let me know right away if you can participate by calling me at 375-5000, extension 200.

Sincerely,

Dale B. Lake
President

Enclosure

BOARD OF TRUSTEES

Alex VanderBook, Jr. — Chairman
Roberta S. [illegible] — Vice Chairman
Anna Whitten — Secretary
Roy D. Jackson — Treasurer
Dominic B. Leonardelli — Trustee
Owen B. Middleton — Trustee
Richard R. VanVranken — Trustee

KALAMAZOO VALLEY COMMUNITY COLLEGE

SOCIAL AGENCY DIRECTORS—GROUP INTERVIEWS

Date ______________
Time ______________

1. What significant differences has KVCC made in the Greater Kalamazoo community over the last 10 years?

2. What kinds of impacts has KVCC made on the following community groups?

   a. employers in the area

   b. community service agencies

   c. local and state government agencies

   d. other educational institutions

   e. the general community

3. In your view, what is the image of KVCC in the community?

4. To what extent do you feel the College is doing a good job in serving the community?

5. To what extent do you feel that your agency and its clients are aware of the courses, services, and resources (e.g., the College facilities) offered by KVCC?

6. In what ways or areas might the College be more responsive to the educational needs of your agency or clients?

7. What types of courses and services ought the College emphasize over the next five years?

KALAMAZOO VALLEY COMMUNITY COLLEGE

SURVEY OF SOCIAL AGENCY DIRECTORS

Name________________________

Organization________________________

1. In this survey, we are interested in the impact Kalamazoo Valley Community College has had upon your agency. Listed below are a number of services/courses KVCC offers. For each service/course listed, please indicate:
   1. Your agency's *awareness* of the availability of the service/course.
   2. If your agency *has used* the service/course.
   3. Your agency's *satisfaction* with the service/course, if used.

SERVICE/COURSE	**YOUR AGENCY'S AWARENESS**		**HAS USED**		**SATISFACTION, IF USED**	
	Yes	**No**	**Yes**	**No**	**Yes**	**No**
1. Conferences, seminars, or workshops						
2. Courses for your clients						
3. Courses for your employees						
4. Job-placement services						
5. Services for aging and retired						
6. Dental-hygiene services						
7. Cultural events (plays, musical groups, etc.)						
8. Food service						
9. Recreational/athletic facilities						
10. Other facilities, such as auditorium, rooms, gallery, etc.						
11. Other ____________						

2. In general, how do you feel KVCC is serving the Greater Kalamazoo community?
   - ____1. Very poorly
   - ____2. Below average
   - ____3. Average
   - ____4. Above average
   - ____5. Excellent

3. Name two things you feel KVCC is *doing well!*

1.

2.

4. Name two things you feel KVCC is *not doing well!*

1.

2.

5. Are there educational needs in the Kalamazoo community which you feel KVCC should be attempting to meet but is not meeting at the present time?

____1. Yes
____2. No

If yes, what are they?

About KVCC:

The overall purpose of KVCC is to provide educational programs and services as needed by the residents of the Greater Kalamazoo community beyond the high-school level. The education and training provided by KVCC are intended to help students obtain the knowledge and skills needed for educational and occupational career advancement, personal development, and recreational enjoyment.

6. Given this overall purpose of KVCC, how well is KVCC achieving this goal?

____1. Very poor job
____2. Less than satisfactory job
____3. Satisfactory job
____4. More than satisfactory job
____5. Excellent job

Please bring this completed questionnaire with you to our meeting at 3:30 p.m. on March 31st in the Board Room.

VALENCIA COMMUNITY COLLEGE
P.O. BOX 3028 ORLANDO, FLORIDA 32802

February, 1978

Greetings:

Valencia Community College has been selected by the National Center for Higher Education Management Systems (NCHEMS) as one of three community colleges throughout the country to be awarded support in determining the extent of its impact on the community it serves.

We invite you, as a concerned and active citizen, to complete the enclosed survey. Valencia will use the information you provide to evaluate our present programs and to plan for the future educational needs of our Central Florida community.

We appreciate your assistance in this very important project.

Sincerely,

James F. Gollattscheck
President
Valencia Community College

VALENCIA COMMUNITY COLLEGE SURVEY OF SOCIAL SERVICE AGENCIES

VALENCIA
COMMUNITY COLLEGE

National Center for Higher Education
Management Systems

ABOUT VALENCIA COMMUNITY COLLEGE

Valencia's mission is to provide comprehensive postsecondary education and lifelong learning opportunities that foster individual growth and community development.

① **From the mission statement above, Valencia has developed eight specific objectives. For each of these eight objectives listed below, please indicate how well you feel Valencia is achieving each objective, using the following scale.**

1 = Have no knowledge of
2 = Less than adequate
3 = Adequate
4 More than adequate
5 = Excellent

To provide a two-year college transfer degree program 1 ___

To provide career programs that will prepare the student for gainful employment in the community upon completion of an Associate in Science degree 2 ___

To provide guidance and counseling services for all students. These services shall be available to day and evening students and shall be organized to assist the students in a self-evaluation and in making appropriate decisions dealing with personal, academic, and career planning 3 ___

To provide continuing education courses, programs, and activities to meet the needs of the community in the areas of vocational training, cultural and recreational activities and to upgrade professional skills as requested by the citizens of the college district 4 ___

1 continued

To provide basic and developmental programs to give students needing academic assistance a greater chance for success 5 ___

To provide as a community service, cultural, recreational, and personal improvement programs designed to meet individual needs and interests 6 ___

To provide educational leadership, especially in the improvement of instruction, in research, and in curriculum 7 ___

To provide an additional cultural center for the community 8 ___

② **In general, how do you feel Valencia Community College is serving the community?**

9
- 1 ☐ Have no knowledge of
- 2 ☐ Less than adequate
- 3 ☐ Adequate
- 4 ☐ More than adequate
- 5 ☐ Excellent

③ **Are there educational needs in Osceola/Orange County that you feel Valencia Community College should be attempting to meet, but is not meeting at the present time?**

10
- 1 ☐ Yes
- 2 ☐ No

If yes, what are they: ______________________

____

____

____

④ Listed below are a number of services/facilities which are viewed by Valencia Community College as being of potential use to various agencies. For each service/facility listed below, please indicate:

1. Your awareness of the availability of the service/facility
2. If you have used the service/facility
3. Your satisfaction with the service/facility if used

	Are you aware?		Have you used it?		Were you satisfied, if used?	
Service/Facility	**Yes** 1	**No** 2	**Yes** 1	**No** 2	**Yes** 1	**No** 2
Career Development Counseling	11 ☐	☐	12 ☐	☐	13 ☐	☐
Conferences, Seminars, or Workshops	14 ☐	☐	15 ☐	☐	16 ☐	☐
Consultation Services by Valencia Faculty/Staff	17 ☐	☐	18 ☐	☐	19 ☐	☐
Internship, Co-op, Job Placement Services	20 ☐	☐	21 ☐	☐	22 ☐	☐
Clinical Practice	23 ☐	☐	24 ☐	☐	25 ☐	☐
Library, Learning Resources	26 ☐	☐	27 ☐	☐	28 ☐	☐
Meeting Room Facilities	29 ☐	☐	30 ☐	☐	31 ☐	☐

⑤ **With relation to your agency, indicate the type of service Valencia Community College has provided. Check (✓) all that apply.**

Our employees or clients have taken courses offered by the College 32 ___

Our agency has assisted in the development of courses or programs with the College. 33 ___

We have participated in workshops sponsored by the College. 34 ___

Our agency frequently uses the facilities of the College. 35 ___

We have had no contact with the College. 36 ___

⑥ Does your agency presently employ persons who have taken courses at Valencia Community College?

37
- 1 ☐ Yes
- 2 ☐ No (Skip to Question 9)
- 3 ☐ Not sure (Skip to Question 9)

⑦ Were these courses related to their present job?

38
- 1 ☐ Yes
- 2 ☐ No (Skip to Question 9)
- 3 ☐ Not sure (Skip to Question 9)

⑧ How would you rate the quality of training these employees received at Valencia Community College?

39
- 1 ☐ Have no knowledge of
- 2 ☐ Less than adequate
- 3 ☐ Adequate
- 4 ☐ More than adequate
- 5 ☐ Excellent

Comments: ______________________

____

VALENCIA'S LOCATIONS

⑨ Listed below are the locations of the different campuses of Valencia Community College. For each location listed, please indicate your awareness of the location.

		Yes 1	No 2
West Campus (Kirkman Road)	40	☐	☐
East Campus (Econlockhatchee Trail)	41	☐	☐
Open Campus Headquarters (1 West Church Street)	42	☐	☐

⑩ Is your agency primarily publicly or privately funded?

43
- 1 ☐ Public
- 2 ☐ Private

⑪ What major service(s) does your agency provide to your clients and the community? Check (✓) all that apply.

Employment Services	44	____
Income Maintenance	45	____
Consumer Services	46	____
Basic Material Needs (food, clothing, shelter)	47	____
Housing	48	____
Transportation	49	____
Public Safety	50	____
Environmental Protection	51	____
Legal Aid	52	____
Physical Health Care	53	____
Mental Health Care	54	____
Educational Services	55	____
Crisis Intervention	56	____
Substance Abuse Rehabilitation	57	____
Other Services (please specify)	58	____

____

____

____

⑫ Please indicate the number of years your agency has been located in the Orange/Osceola area.

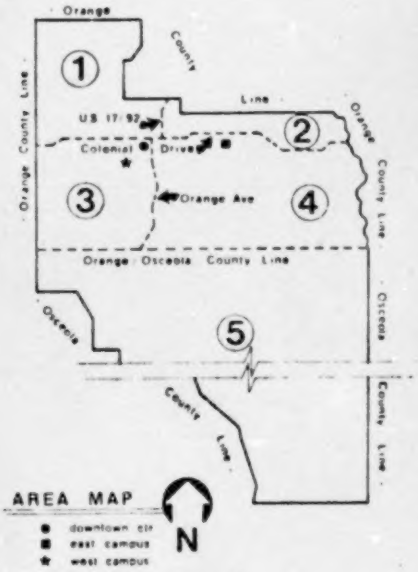
59
- 1 ☐ 1-3 years
- 2 ☐ 4-6 years
- 3 ☐ 7-10 years
- 4 ☐ 11-20 years
- 5 ☐ 21 years or more

⑬ Please indicate the approximate number of clients your agency serves annually.

60
1 ☐ 1-100 clients
2 ☐ 101-500 clients
3 ☐ 501-1,000 clients
4 ☐ 1,001-2,000 clients
5 ☐ 2,001 clients or more

⑭ Using the map, please indicate the location of your major local office.

61
1 ☐ One
2 ☐ Two
3 ☐ Three
4 ☐ Four
} Orange County
5 ☐ Five — Osceola County
6 ☐ Other ____________


Orange County Line
Orange County Line
Orange County Line
①
②
③
④
⑤
US 17-92
Colonial Drive
Orange Ave
Orange-Osceola County Line
Osceola County Line
Osceola County Line
AREA MAP
● downtown ctr
■ east campus
★ west campus
N

Survey of Students

Eastfield College
3737 Motley Dr.
Mesquite, Texas 75150

A SURVEY OF STUDENTS' VIEWS ABOUT THE IMPACT OF EASTFIELD COLLEGE

Dear Student:

One of the goals of Eastfield is to provide a quality educational experience for every person enrolled in the college. Further, Eastfield is dedicated to making certain that each individual educational program is tailored to the student's needs, abilities, and ambitions.

Your response to this questionnaire will assist us in meeting this goal. Thank you for your help.

Sincerely,

Byron McClenney

Byron McClenney
President

National Center for Higher Education Management Systems

① **Which of the following best describes your student status?**

1 ☐ Full-time student—Day
1 2 ☐ Part-time student—Evening or Saturday
3 ☐ Part-time student—Day
4 ☐ Part-time student—Day and Evening

② **What is your current program emphasis?**

1 ☐ Technical/Occupational
2 2 ☐ Arts/Sciences
3 ☐ Other (specify)________________

____

③ **What are your plans after completing your education here?**

1 ☐ Seek employment
3 2 ☐ Transfer to four-year college
3 ☐ Other (specify)________________

____

④ **Do you have a high school diploma?**

4 1 ☐ Yes
2 ☐ No

⑤ **In what city do you reside?**

1 ☐ Mesquite
2 ☐ Garland
3 ☐ Dallas
5 4 ☐ Richardson
5 ☐ Plano
6 ☐ Other (specify)________________

⑥ **Are you currently attending class at an off-campus location?**

6 1 ☐ Yes
2 ☐ No

204

⑦ In general, would you prefer to attend class at the Eastfield campus or at a convenient off-campus location, such as a high school?

7
1 ☐ Eastfield
2 ☐ Off campus

⑧ How much priority should the following suggested programs be given?

1 Not important
2 Fairly important
3 Very important

Sunday classes 8 ___
Saturday afternoon classes 9 ___
Friday evening classes 10 ___
Opportunities for academically gifted children 11 ___
Early morning classes (prior to 8:00 a.m.) 12 ___

⑨ What is your rating of each of the following?

1 = Poor
2 = Fair
3 = Good
4 = Excellent

Personal relations among faculty 13 ___
The academic reputation of Eastfield outside of the institution 14 ___
Effectiveness of college council 15 ___
Eastfield's intellectual environment 16 ___
The college administration's leadership 17 ___
Faculty/student relations 18 ___
Effectiveness of Eastfield in meeting the educational needs of the community 19 ___

⑩ Rank the following educational goals according to:

(a) their importance to you
(b) your perception of their importance at Eastfield

Use numbers 1 through 6, where 1 = most important.

(a) (b)
Provide students with broad liberal education 20 ___ 21 ___
Prepare students with knowledge and skills directly applicable to chosen occupation 22 ___ 23 ___
Prepare students for further formal education 24 ___ 25 ___
Provide students with self-knowledge and personal identity 26 ___ 27 ___
Provide students with knowledge of and interest in community and world problems 28 ___ 29 ___
Provide students with an understanding and mastery of a special body of knowledge 30 ___ 31 ___

⑪ What is your level of agreement or disagreement with the following statements?

1 = Strongly agree
2 = Agree with reservations
3 = Disagree with reservations
4 = Strongly disagree

Opportunity for higher education should be available to anyone who wants it. 32 ___
Dallas County Community College District has taken a clear stand in support of academic freedom. 33 ___
College rules here are generally administered in a reasonable way. 34 ___

11 (Continued)
Undergraduate education in America would be improved if:

all courses were elective 35 __
grades were abolished 36 __
course work were more relevant to contemporary life and problems 37 __
more attention were paid to the emotional growth of students 38 __

⑫ **Have you ever attended or made use of any of the following non-credit community services offered by Eastfield College?**

	Yes 1	No 2	
39	☐	☐	Film presentations
40	☐	☐	Lecture series
41	☐	☐	Concerts
42	☐	☐	Athletic facilities/activities
43	☐	☐	Other (specify) __________

⑬ **What form of transportation do you primarily rely on to get to school?**

1 ☐ Your own car
2 ☐ Friend's car
3 ☐ Spouse drives you
44 4 ☐ Taxi
5 ☐ Motorcycle
6 ☐ Bicycle
7 ☐ Other (specify) __________

⑭ **Please check your age category.**

1 ☐ 16-20
2 ☐ 21-24
3 ☐ 25-34
45 4 ☐ 35-44
5 ☐ 45-54
6 ☐ 55-64
7 ☐ Over 65

⑮ **With which of the following ethnic groups do you identify?**

1 ☐ American Indian
2 ☐ Black/Negro
46 3 ☐ Caucasian
4 ☐ Chicano/Mexican-American
5 ☐ Filipino
6 ☐ Other (specify) __________

⑯ **Are you a veteran discharged after 1964?**

47 1 ☐ Yes
2 ☐ No

⑰ **Are you physically handicapped?**

48 1 ☐ Yes
2 ☐ No

⑱ **What is your sex?**

49 1 ☐ Female
2 ☐ Male

⑲ **What is the total gross income for your household for 1977?**

1 ☐ Less than $5,000
2 ☐ $5,000-$9,999
50 3 ☐ $10,000-$14,999
4 ☐ $15,000-$24,999
5 ☐ $25,000-49,999
6 ☐ $50,000 or more

⑳ **Please provide any additional comments or suggestions which you feel would help improve Eastfield College.**

____
____
____
____
____

VALENCIA
COMMUNITY COLLEGE
SURVEY OF STUDENTS

VALENCIA
COMMUNITY COLLEGE

National Center for Higher Education
Management Systems

ABOUT VALENCIA

Valencia's mission is to provide comprehensive postsecondary education and lifelong learning opportunities that foster individual growth and community development.

① From the mission statement above, Valencia has developed eight specific objectives. For each of these eight objectives listed below, please indicate how well you feel Valencia is achieving each objective, using the scale.

1 = Have no knowledge of
2 = Less than adequate
3 = Adequate
4 = More than adequate
5 = Excellent

To provide a two year college transfer degree program 1 ___

To provide career programs that will prepare the student for gainful employment in the community upon completion of an Associate in Science degree 2 ___

To provide guidance and counseling services for all students. These services shall be available to day and evening students and shall be organized to assist the students in a self-evaluation and in making appropriate decisions dealing with personal, academic, and career planning 3 ___

To provide continuing education courses, programs, and activities to meet the needs of the community in the areas of vocational training, cultural and recreational activities and to upgrade professional skills as requested by the citizens of the college district 4 ___

To provide basic and developmental programs to give students needing academic assistance a greater chance for success 5 ___

1 continued

To provide as a community service cultural, recreational, and personal improvement programs designed to meet individual needs and interests 6 ___

To provide educational leadership, especially in the improvement of instruction, in research, and in curriculum 7 ___

To provide an additional cultural center for the community 8 ___

ABOUT VALENCIA'S IMPACT ON YOU AS A STUDENT

② Generally I am satisfied with the instruction at Valencia.

1 ☐ No opinion
9 2 ☐ Yes
3 ☐ No

Comments: ______________________

____

③ Generally, I have had a positive learning experience at Valencia.

1 ☐ No opinion
10 2 ☐ Yes
3 ☐ No

Comments: ______________________

____

④ Using the following options, indicate whether Valencia is helping you to meet each of the following goals:

1 = No opinion
2 = Yes
3 = No

My personal goals 11 ___
My career goals 12 ___
My academic goals 13 ___

Comments: ______________________

____

⑤ Listed below are a number of resources which are available to you at Valencia Community College. For each service/facility listed below, please indicate:

1. Your awareness of the availability of the resource.
2. If you have used the resource.
3. Your satisfaction with the resource if used for this purpose.

Were you satisfied—if used?
Have you used it?
Are you aware of this resource?

Service/Facility	Yes 1	No 2	Yes 1	No 2	Yes 1	No 2
Admissions Office	14 ☐	☐	15 ☐	☐	16 ☐	☐
Career Development Center	17 ☐	☐	18 ☐	☐	19 ☐	☐
Counseling						
Academic Advising	20 ☐	☐	21 ☐	☐	22 ☐	☐
Career Counseling	23 ☐	☐	24 ☐	☐	25 ☐	☐
Center for Continuing Education for Women	26 ☐	☐	27 ☐	☐	28 ☐	☐
Personal Counseling	29 ☐	☐	30 ☐	☐	31 ☐	☐
Special Services Counseling	32 ☐	☐	33 ☐	☐	34 ☐	☐
Cultural/Social Activities	35 ☐	☐	36 ☐	☐	37 ☐	☐
Financial Aid Office	38 ☐	☐	39 ☐	☐	40 ☐	☐
Health Services	41 ☐	☐	42 ☐	☐	43 ☐	☐
Job Placement Services	44 ☐	☐	45 ☐	☐	46 ☐	☐
Learning Resources Center	47 ☐	☐	48 ☐	☐	49 ☐	☐
Orientation	50 ☐	☐	51 ☐	☐	52 ☐	☐
Veterans Affairs Office	53 ☐	☐	54 ☐	☐	55 ☐	☐
Tutoring	56 ☐	☐	57 ☐	☐	58 ☐	☐
Athletic Facilities	59 ☐	☐	60 ☐	☐	61 ☐	☐
Student Centered/Open Instructional Learning Labs	62 ☐	☐	63 ☐	☐	64 ☐	☐

⑥ **What impact has attending Valencia had on your sense of your own worth?**

1 ☐ A very positive impact
2 ☐ A positive impact
65 3 ☐ A negative impact
4 ☐ A very negative impact

⑦ **Below are some reasons that might have influenced your decision to attend Valencia Community College. Please check (√) all reasons that apply.**

A high school guidance counselor advised me.	66 ____
A teacher or friend advised me.	67 ____
The College's academic reputation attracted me.	68 ____
Someone who had been here before advised me to go.	69 ____
The College offers the courses I'm interested in.	70 ____
The College has low cost.	71 ____
I can live at home.	72 ____
An employer suggested attending.	73 ____
I received information from a representative of the College.	74 ____
I can work while I go to college.	75 ____
Campuses are conveniently located.	1 ____
The range of student services offered attracted me.	2 ____
A number of my friends were attending.	3 ____
I received information in the mail about this College.	4 ____
I read about the College in the newspaper.	5 ____
I heard about the College on the TV or radio.	6 ____
I saw some printed materials from the College.	7 ____
Classes are offered at convenient times.	8 ____
Other (please specify) ____________	9 ____

____

⑧ **Please check (√) your age category.**

1 ☐ Under 18
2 ☐ 18-24
10 3 ☐ 25-34
4 ☐ 35-49
5 ☐ 50-62
6 ☐ 63 or over

⑨ **What is your sex?**

11 1 ☐ Female
2 ☐ Male

⑩ **What is your racial/ethnic background?**

1 ☐ American Indian or Alaskan Native
2 ☐ Asian or Pacific Islander
12 3 ☐ Black
4 ☐ Of Spanish Origin
5 ☐ White

⑪ **Is this your first term at Valencia?**

13 1 ☐ Yes
2 ☐ No

⑫ **What year did you enroll at Valencia?**

19____ (14-15)

⑬ **Please indicate the number of sessions attended including the current one.**

1 ☐ One
2 ☐ Two
3 ☐ Three
4 ☐ Four
16 5 ☐ Five
6 ☐ Six
7 ☐ Seven
8 ☐ Eight or more

⑭ **I take classes:**

1 ☐ During the day
17 2 ☐ During the evening
3 ☐ Both day and evening.

⑮ **Currently I am enrolled:**

1 ☐ 1-6 hours
2 ☐ 7-11 hours
18 3 ☐ 12-15 hours
4 ☐ 16 or more hours

⑯ Currently the classes I am taking are:

19
1 ☐ Credit
2 ☐ Noncredit
3 ☐ Both credit and noncredit

⑰ I take classes on: (Check [√] all that apply.)

East Campus 20 ___
Open Campus 21 ___
West Campus 22 ___

⑱ Are you currently employed?

23
1 ☐ Yes
2 ☐ No

⑲ If yes, please check (√) the number of hours employed per week.

24
1 ☐ 1-10
2 ☐ 11-20
3 ☐ 21-30
4 ☐ 31-40
5 ☐ 40 or more

⑳ I get to campus: Check (√) all that apply.

In my own car 25 ___
In a friend's car 26 ___
In a carpool 27 ___
My parents bring me 28 ___
Other 29 ___

㉑ If bus service were available to campus, please indicate how much of the time you would use each of the following types of service, according to this scale:

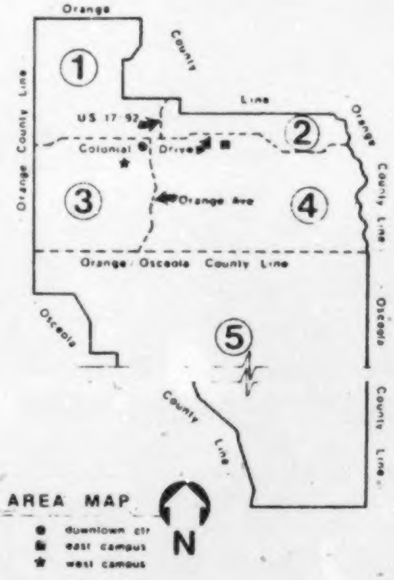
1 = Never
2 = Seldom
3 = Some of the time
4 = All of the time

A route from my neighborhood to the College 30 ___
A route from my neighborhood to downtown Orlando and then a transfer route to the College 31 ___
A route from downtown Orlando to the College 32 ___
I would need bus service in the daytime. 33 ___
I would need bus service in the evening. 34 ___

㉒ IF YOU HAVE PRE SCHOOL CHILDREN PLEASE ANSWER THE FOLLOWING QUESTION. OTHERWISE, CONTINUE WITH QUESTION 23.

If day care services were available at the College, I would use them for my children while I attend classes.

35
1 ☐ Yes
2 ☐ No


Orange County Line
Orange County Line
Orange County Line
①
②
③
④
⑤
US 17-92
Colonial Drive
Orange Ave
Orange / Osceola County Line
Osceola County Line
Osceola County Line
AREA MAP
● downtown ctr
■ east campus
★ west campus
N

㉓ Using the map, indicate the area in which you live

36
1 ☐ One
2 ☐ Two
3 ☐ Three
4 ☐ Four } Orange County
5 ☐ Five — Osceola County
6 ☐ Other ___

VALENCIA
COMMUNITY COLLEGE

MEMORANDUM

February 21, 1978

TO: Selected Faculty

FROM: James F. Gollattscheck

RE: NCHEMS Student Survey

By now you may be aware of the impact study being conducted jointly by Valencia and the National Center for Higher Education Management Systems. A major clientele to be surveyed are our students. The Study Steering Committee has found that those students who are enrolled for classes at 10:00 a.m. MWF and at 7:00 p.m. on Wednesday evenings comprise a representative sample of our entire student population: 67% in advanced and professional courses; 33% in occupational courses; 36% evening students; 64% day students.

We are requesting all faculty who teach during these hours to reserve fifteen minutes of class time on March 1 to administer the enclosed questionnaire. Students in the pilot study completed the survey in from 8 to 12 minutes. Reading of the instructions to the class will take less than a minute. Please return the forms to your cluster office as soon after class as possible. If this presents a major conflict with the activities you have planned for March 1, please call your Provost.

In late spring we will receive results from the survey and will share them with you.

Thank you for helping in this important endeavor.

Enclosures

VALENCIA
COMMUNITY COLLEGE

MEMORANDUM

(TO BE READ TO STUDENTS)

Valencia Community College has been selected as one of three community colleges in the nation to take part in a major study to measure the impact of the community college on its community. The major client group of Valencia is its student body. The college is vitally interested in your assessment of the college's impact on you as students and educational consumers. You can assist with the study by completing the survey.

Please be honest and candid in your responses. In addition, feel free to write in any comments needed to accurately describe your feelings.

(AFTER ALL STUDENTS HAVE FINISHED THE SURVEY FORM, PLEASE PUT THEM IN THE ENVELOPE AND RETURN THEM TO YOUR CLUSTER OFFICE AT THE END OF CLASS.)

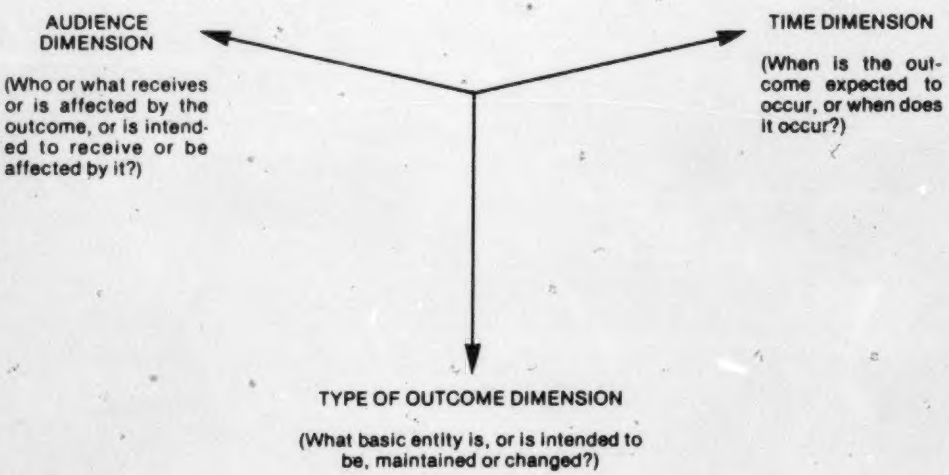
APPENDIX 3

An Overview of the NCHEMS Outcomes Structure

PART I
AN OVERVIEW OF THE NCHEMS OUTCOMES STRUCTURE

Postsecondary education outcomes are the end results of the processes that occur within postsecondary education institutions and programs. They include both the direct results of these processes and any short-term and long-term consequences of those direct results. Furthermore, some of them may be intended outcomes while others are unintended—and while outcomes are generically neutral, people will be attaching positive and/or negative values to them. In using the NCHEMS Outcomes Structure, information about outcomes is organized according to three dimensions: (1) the persons, groups, or things that receive and/or are affected by the outcome(s) of concern, or that are intended to receive or be affected by it; (2) whether or not the outcome involves a change in status—maintenance versus change—and the basic, specific entity that is maintained or changed; and (3) when the outcome occurs or is intended or expected to occur. These dimensions have been named "audience," "type-of-outcome," and "time," respectively, and each (except for time) has been assigned a number of specifically defined categories and subcategories. It is intended that those dimensions and categories not of serious concern to a particular user of the Structure will be ignored, or will be modified and adapted to better meet local needs and situations. (The same is true of the various procedures for using the Structure that are described later in this document.)

The Outcomes Structure is illustrated graphically below. For keeping straight the three dimensions, it may help to talk in terms of three Ws—who, what, and when. *Who* is receiving or being affected by *what* outcomes and *when*?



AUDIENCE DIMENSION

(Who or what receives or is affected by the outcome, or is intended to receive or be affected by it?)

TIME DIMENSION

(When is the outcome expected to occur, or when does it occur?)

TYPE OF OUTCOME DIMENSION

(What basic entity is, or is intended to be, maintained or changed?)

The Audience Dimension

Table 1 lists the major (first level of detail) categories of the "audience" dimension. Table 2 shows subcategories (second-level categories) separately for each of the major categories. For those who need a shorthand for referring to specific categories or for developing filing systems for particular categories of outcomes information, code numbers are also provided in Table 2 for each category and subcategory. (The coding scheme for the Structure is discussed in detail in Appendix A.) For many applications of the Structure, particular subcategories of this dimension will need to be further subdivided into even finer categories—such as, dividing students in a program into those majoring in the program and those just taking courses in the program, or into disabled students and nondisabled students. Such "extending the Structure," as this additional subdividing of categories of any of the dimensions is called, depends on the philosophy and purposes of the user of the Structure and on the context in which the application is taking place (for example, someone using it in curricular development will probably need different additional categories from someone using it in program administrative planning). Specific procedures for extending the Structure are provided in Part III of this document.

The Type-of-Outcome Dimension

Table 3 presents names, definitions, and code numbers for the five overall (first level of detail) categories of the "type-of-outcome" dimension. Table 4 provides additional levels of detail by indicating names and code numbers for the categories and subcategories into which each of the five broadest categories has been divided. Standard definitions along with example outcome measures and indicators are provided in Appendix B for each category and subcategory identified in Table 4. As with the audience dimension, the structure will often need to be extended on the type-of-outcome dimension. For example, in curriculum development it may be desirable to

Table 1

MAJOR CATEGORIES OF THE "AUDIENCE" DIMENSION

10. *Individual/Group Clients*—This category refers to persons or groups of persons who are direct clients of the postsecondary education unit of concern and/or their immediate associates, such as family and relatives or peers.

20. *Interest-Based Communities*—This category refers to large groups of people that are identified as entities working toward a *well-defined interest or mission.*

30. *Geographic-Based Communities*—This category refers to large groups of people defined on the basis of *functional territorial boundaries.*

40. *Aggregates of People*—This category refers to subpopulations of people *distinguished by particular characteristics that may indicate common concerns, needs, or wants,* but who do not necessarily have a common interest or mission, and therefore do not constitute communities.

50. *Other Audiences*—Examples would be the natural environment that is affected by university-sponsored research (which in turn would be expected to have impacts on audiences such as individuals and communities) and populations of animals (such as the animals affected by efforts to keep depleted species from becoming extinct or bv the development of veterinary medicines).

Table 2

SUBCATEGORIES OF THE "AUDIENCE" DIMENSION

10 *Individual/Group Clients*—This category refers to persons or groups of persons who are direct clients of the postsecondary education unit of concern and/or their immediate associates, such as family and relatives or peers.

- 11 *Students*—Individuals or groups of individuals who currently are enrolled in the program, institution, or system of postsecondary education.
- 12 *Former Students*—Individuals or groups of individuals who formerly were enrolled in the program, institution, or system of postsecondary education.
- 13 *Family and Relatives of Students or Former Students*
- 14 *Peers and Associates of Students or Former Students*
- 15 *Faculty*
- 16 *Staff Other than Faculty*
- 17 *Other Individual/Group Clients*—An example would be an individual who is none of the above but is served by an advisory service offered by the college.

20 *Interest-Based Communities*—This category refers to large groups that are identified as entities working toward a *well-defined interest or mission.*

- 21 *Private Enterprise Communities*—Communities where a major purpose is financial remuneration and profit—for example, corporations, small businesses, and farmers.
- 22 *Association Communities*—Communities where members belong on the basis of affiliation rather than employment, such as unions and professional societies.
- 23 *Government Communities*—Communities designed to administer government regulations and services, such as city hall, state department of education, and legislative communities.
- 24 *Nongovernmental/Public Service Communities Other than the Institution Producing the Outcome*—Nonprofit service organizations, such as schools, hospitals, welfare agencies, philanthropic foundations, colleges (other than the college producing the outcome), and research organizations.
- 25 *Institution or Institutional Unit Producing the Outcome*—The postsecondary education institution and/or units within that institution that are perceived as the producer/facilitator of the outcome(s) of concern.
- 26 *Other Interest-Based Communities*—An example would be an ad hoc coalition task force of representatives from two or more of the above areas.

30 *Geographic-Based Communities*—This category refers to large groups defined on the basis of *functional territorial boundaries.*

- 31 *Local Community*—A township, city, county, metropolitan area, or other type of locality having particular boundaries. It is not necessarily restricted to the legal or jurisdictional boundary, but the functional one in which the impact of the institution is (or should be) directly and physically felt. The boundaries will vary with the institution/program and outcome of concern.
- 32 *The State*
- 33 *A Region*—An aggregation of states or parts of states.
- 34 *The Nation*
- 35 *An International Community*
- 36 *Other Geographic-Based Communities*—An example would be a research discovery that affects primarily people living in the coldest latitudes, or where it snows heavily.

40 *Aggregates of People*—This category refers to subpopulations of people *distinguished by particular characteristics that may indicate common concerns, needs, or wants* but who do not necessarily have a common interest or mission, and therefore do not constitute communities.

- 41 *Ability Level Subpopulations*—Subpopulations defined according to level of ability/proficiency on general intellectual functioning or specific skills—for example, gifted, typical, disadvantaged, or skilled, semi-skilled, unskilled.
- 42 *Age Subpopulations*
- 43 *Educational Level Subpopulations*
- 44 *Income Level Subpopulations*
- 45 *Occupation Subpopulations*
- 46 *Physical Disability Condition Subpopulations*
- 47 *Race Subpopulations*
- 48 *Sex Subpopulations*
- 49 *Other Such Aggregates*

50 *Other Audiences*—Examples would be the natural environment that is affected by university-sponsored research (which in turn would be expected to have impacts on audiences such as individuals and communities) and populations of animals (such as the animals affected by efforts to keep depleted species from becoming extinct or by the development of veterinary medicines).

divide "intellectual skills" (code number 2250) into the following categories of Bloom's Taxonomy (1956): ability to translate (code 22501), ability to interpret (code 22502), ability to extrapolate (code 22503), ability to apply (code 22504), ability to analyze (code 22505), ability to synthesize (code 22506), and ability to evaluate (code 22507).

One thing should be made clear. No program or institution can hope to *focus* on outcomes within all the categories of Table 4, or perhaps even on many of the categories. Rather, this is a universe of possible outcome categories from which one must *pick and choose* those that are most important, in the light of factors such as philosophy, resources available, and clientele needs. To try to devote primary effort toward accomplishing too many types of outcomes could have disastrous consequences.

Table 3

THE MAJOR CATEGORIES OF THE "TYPE-OF-OUTCOME" DIMENSION

Category Code Number	The Major "Type-of-Outcome" Category Names and Definitions
1000	*Economic Outcomes*—Maintenance or change in economic characteristics and conditions of individuals, groups, organizations, and communities, e.g., in economic access, in economic mobility and independence, in economic security, and in income and standard of living.
2000	*Human Characteristic Outcomes*—Maintenance or change in human makeup and characteristics (other than knowledge and understanding) of individuals, groups, organizations, and communities, e.g., aspirations, competence and skills, affective characteristics, perceptual characteristics, physical and physiological characteristics, personality and personal coping characteristics, recognition and certification, and social roles.
3000	*Knowledge, Technology, and Art Form Outcomes*—Maintenance or change in the knowledge and understanding, technology, or the art forms and works possessed or mastered by individuals, groups, organizations, and communities, e.g., discoveries and inventions, technical developments, syntheses and reformulations of knowledge, new schools of thought in art and works created in those new traditions, renovation of art works.
4000	*Resource and Service Provision Outcomes*—Maintenance or change in the *direct* resources and services (other than those included above) provided to individuals, groups, organizations, and communities, e.g., providing facilities, events, advisory assistance, analytic assistance, teaching, health care, and leadership.
5000	*Other Maintenance and Change Outcomes*—Examples would be: maintenance or change in the format, arrangement, activity, or administrative operation of an organization or institution; maintenance or change in the aesthetic/cultural level of the local community; maintenance or change in family or community activities, practices, and traditions.

Table 4

CODED LISTING OF THE SECOND- AND THIRD-LEVEL SUBCATEGORIES FOR EACH FIRST-LEVEL CATEGORY OF THE TYPE-OF-OUTCOME DIMENSION*

Category Code Number	Entity Being Maintained or Changed
1000	*ECONOMIC OUTCOMES*
1100	Economic Access and Independence Outcomes
1110	Economic Access
1120	Economic Flexibility, Adaptability, and Security
1130	Income and Standard of Living
1200	Economic Resources and Costs
1210	Economic Costs and Efficiency
1220	Economic Resources (including employees)
1300	Economic Production
1310	Economic Productivity and Production
1320	Economic Services Provided
1400	Other Economic Outcomes
2000	*HUMAN CHARACTERISTIC OUTCOMES*
2100	Aspirations
2110	Desires, Aims, and Goals
2120	Dislikes, Likes, and Interests
2130	Motivation or Drive Level
2140	Other Aspirational Outcomes
2200	Competence and Skills
2210	Academic Skills
2220	Citizenship and Family Membership Skills
2230	Creativity Skills
2240	Expression and Communication Skills
2250	Intellectual Skills
2260	Interpersonal, Leadership, and Organizational Skills
2270	Occupational and Employability Skills
2280	Physical and Motor Skills
2290	Other Skill Outcomes
2300	Morale, Satisfaction, and Affective Characteristics
2310	Attitudes and Values
2320	Beliefs, Commitments, and Philosophy of Life
2330	Feelings and Emotions
2340	Mores, Customs, and Standards of Conduct
2350	Other Affective Outcomes
2400	Perceptual Characteristics
2410	Perceptual Awareness and Sensitivity
2420	Perception of Self
2430	Perception of Others
2440	Perception of Things
2450	Other Perceptual Outcomes
2500	Personality and Personal Coping Characteristics
2510	Adventurousness and Initiative
2520	Autonomy and Independence
2530	Dependability and Responsibility
2540	Dogmatic/Open-Minded, Authbritarian/Democratic
2550	Flexibility and Adaptability
2560	Habits
2570	Psychological Functioning
2580	Tolerance and Persistence
2590	Other Personality and Personal Coping Outcomes
2600	Physical and Physiological Characteristics
2610	Physical Fitness and Traits
2620	Physiological Health
2630	Other Physical or Physiological Outcomes
2700	Status, Recognition, and Certification
2710	Completion or Achievement Award
2720	Credit Recognition
2730	Image, Reputation, or Status
2740	Licensing and Certification
2750	Obtaining a Job or Admission to a Follow-up Program
2000	*HUMAN CHARACTERISTIC OUTCOMES* (continued)
2760	Power and/or Authority
2770	Job, School, or Life Success
2780	Other Status, Recognition, and Certification Outcomes
2800	Social Activities and Roles
2810	Adjustment to Retirement
2820	Affiliations
2830	Avocational and Social Activities and Roles
2840	Career and Vocational Activities and Roles
2850	Citizenship Activities and Roles
2860	Family Activities and Roles
2870	Friendships and Relationships
2880	Other Activity and Role Outcomes
2900	Other Human Characteristic Outcomes
3000	*KNOWLEDGE, TECHNOLOGY, AND ART FORM OUTCOMES*
3100	General Knowledge and Understanding
3110	Knowledge and Understanding of General Facts and Terminology
3120	Knowledge and Understanding of General Processes
3130	Knowledge and Understanding of General Theory
3140	Other General Knowledge and Understanding
3200	Specialized Knowledge and Understanding
3210	Knowledge and Understanding of Specialized Facts and Terminology
3220	Knowledge and Understanding of Specialized Processes
3230	Knowledge and Understanding of Specialized Theory
3240	Other Specialized Knowledge and Understanding
3300	Research and Scholarship
3310	Research and Scholarship Knowledge and Understanding
3320	Research and Scholarship Products
3400	Art Forms and Works
3410	Architecture
3420	Dance
3430	Debate and Oratory
3440	Drama
3450	Literature and Writing
3460	Music
3470	Painting, Drawing, and Photography
3480	Sculpture
3490	Other Fine Arts
3500	Other Knowledge, Technology, and Art Form Outcomes
4000	*RESOURCE AND SERVICE PROVISION OUTCOMES*
4100	Provision of Facilities and Events
4110	Provision of Facilities
4120	Provision or Sponsorship of Events
4200	Provision of Direct Services
4210	Teaching
4220	Advisory and Analytic Assistance
4230	Treatment, Care, and Referral Services
4240	Provision of Other Services
4300	Other Resource and Service Provision Outcomes
5000	*OTHER MAINTENANCE AND CHANGE OUTCOMES*
5100	Aesthetic-Cultural Activities, Traditions, and Conditions
5200	Organizational Format, Activity, and Operation
5300	Other Maintenance and Change

* The fourth-level categories, into which any of the categories listed here can be divided, are "maintenance" (a fourth digit of "1") and "change" (a fourth digit of "2").

The Time Dimension

No formal categories and subcategories were assigned to the time dimension because no time categories would apply across all audience categories. Furthermore, even at the broadest level, the time categories of interest would be expected to vary depending on the philosophy of the user of the Structure and the particular need in his or her context. Time is so important in planning, however, that it was still made a dimension of the Structure—and the categories to use were left completely up to the user.

To illustrate how specialized the taxonomy for the time dimension may need to be, Ms. Jean Endo of the University of Colorado at Boulder reported to this writer on recommended times during the year for collecting student outcomes and related data using survey questionnaires—as based on their experiences—and when during the students' college and alumni career different data should be collected. These can be transformed into a "Taxonomy of Times to Consider for Collecting Undergraduate Student Outcomes Data Using Survey Questionnaires," as shown in Table 5.

Table 5

TAXONOMY OF TIMES TO CONSIDER FOR COLLECTING UNDERGRADUATE STUDENT OUTCOMES DATA USING SURVEY QUESTIONNAIRES[a]

- 100 Data from Lower Division Students
  - 110 Data from Freshman Students
    - 111 Data Collected Prior to Fall Registration
    - 112 Data Collected One Month Following the First Day of Classes in the Fall
    - 113 Data Collected One Month Prior to First Semester Final Exams
    - 114 Data Collected One Month After Spring Semester Classes Begin
    - 115 Data Collected One Month Prior to Spring Semester Final Exams
    - 116 Other, for Example, in the Middle of the Summer Term
  - 120 Data from Sophomore Students
    - 121 Data Collected Prior to Fall Registration
    - 122 Data Collected One Month Following the First Day of Classes in the Fall
    - 123 Data Collected One Month Prior to First Semester Final Exams
    - 124 Data Collected One Month After Spring Semester Classes Begin
    - 125 Data Collected One Month Prior to Spring Semester Final Exams
    - 126 Other, for Example, in the Middle of the Summer Term
- 200 Data from Upper Division Students
  - 210 Data from Junior Students
    - 211 Data Collected Prior to Fall Registration
    - 212 Data Collected One Month Following the First Day of Classes in the Fall
    - 213 Data Collected One Month Prior to First Semester Final Exams
    - 214 Data Collected One Month After Spring Semester Classes Begin
    - 215 Data Collected One Month Prior to Spring Semester Final Exams
    - 216 Other, for Example, in the Middle of the Summer Term
  - 220 Data from Senior Students
    - 221 Data Collected Prior to Fall Registration
    - 222 Data Collected One Month Following the First Day of Classes in the Fall
    - 223 Data Collected One Month Prior to First Semester Final Exams
    - 224 Data Collected One Month After Spring Semester Classes Begin
    - 225 Data Collected One Month Prior to Spring Semester Final Exams
    - 226 Other, for Example, in the Middle of the Summer Term
- 300 Data from Alumni
  - 310 Data Collected at Graduation
  - 320 Data Collected One Year after Graduation
  - 330 Data Collected Five Years after Graduation
  - 340 Other, for Example, Data Collected 20 Years after Graduation
- 400 Other, for Example, Data Collected after Students Have "Dropped Out"

[a] These categories and subcategories are based specifically on the data collection experiences of staff in the Office of the Vice-Chancellor for Academic Affairs at the University of Colorado, Boulder. Therefore, they may not be entirely appropriate for other postsecondary institutions.

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